



2026 BLACK LIVES MATTER AT SCHOOL TOOLKIT

WEEK OF ACTION





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Greetings & Introduction to the Black Lives Matter at School Week of Action Toolkit

Greetings!

The Virginia Education Association is proud to share our updated **Black Lives Matter at School Toolkit**, dBlack Lives Matter at School is a nationwide initiative advocating for racial equity in education, and we invite all educators, students, parents, unions, and community partners to participate in the annual week of action during the first week of February. For more information, visit Black Lives Matter at School (<https://www.blacklivesmatteratschool.com/>).

Black Lives Matter at School provides an opportunity to spark meaningful dialogue, encourage deep reflection, and inspire action within school communities. The movement has grown to include a "Year of Purpose," calling on educators to engage in continuous self-reflection and intentional practice, working to implement antiracist pedagogy and abolitionist frameworks throughout the school year. By centering Black lives in their work, educators can challenge themselves to create learning environments that are truly inclusive and affirming.

Black Lives Matter is a non-violent, peaceful movement that confronts systemic injustices rooted in the intersections of race, class, and gender, addressing issues from mass incarceration and economic inequality to healthcare disparities and discrimination.

At the Virginia Education Association, our Department of Equity, Justice, and Learning remains steadfast in amplifying the voices of Black educators, students, and community members. Aligned with the VEA's Fitz Turner Commission for Human Relations and Civil Rights goals, we are committed to increasing the representation of educators of color, promoting antiracist teaching practices, and cultivating cultural competence in classrooms across the Commonwealth. We continue to provide resources and professional development centered on social justice and advocate for every school district to designate an individual responsible for diversity, equity, and inclusion initiatives. We firmly believe that education must be truthful and inclusive, ensuring that every student in Virginia has access to a curriculum that reflects their experiences and honors their identities.

As we enter 2026, we are encouraged by a renewed commitment to equity and inclusion in the Commonwealth of Virginia's leadership. These developments strengthen our hope for honest, culturally responsive education and for ensuring that students and educators have the support they need to thrive. The VEA remains dedicated to advocating for leaders and policies that prioritize education and foster equity in our schools.

We invite you to explore this toolkit, which offers lesson plans aligned with Virginia's Standards of Learning, discussion guides, and strategies to help foster meaningful conversations about race in your classrooms and communities. Our member-led team is also available to provide training and support for organizing local efforts. Please reach out to us at **800-552-9554 ext. 324** or via email at **tsteele@veanea.org** for assistance.

Together, we can continue building a just, inclusive, and equitable education system for all students.

In solidarity,

Taisha C. Steele

Taisha C. Steele, Ed.S.
Director, Equity, Justice, and Learning

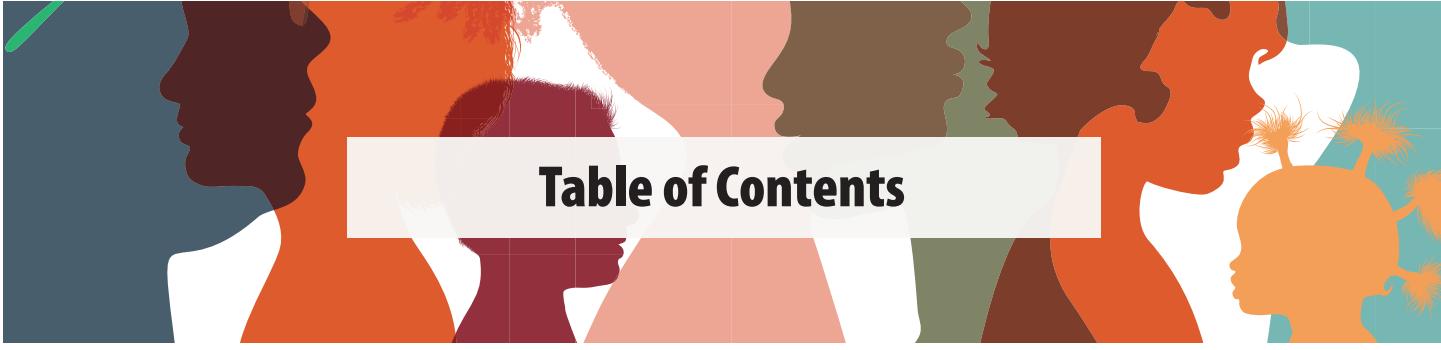


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VEA Resolution

Virginia Education Association

WHEREAS, the members of the Virginia Education Association stand for racial justice and human dignity for all of our students and colleagues and have made them core principles of our organization;

WHEREAS, the members of the National Education Association, at their 2019 national convention, took a position in support of the Black Lives Matter Week of Action during Black History Month, calling for "clear efforts to demonstrate support" for the ending of zero-tolerance school discipline policies, the hiring and mentoring of more Black educators, and the teaching of ethnic studies in public schools;

WHEREAS, there are too few Black educators and educators of color in proportion to the number of students of color in Virginia's public schools;

WHEREAS, required by Code of Virginia § 22.1-298.7, each school board shall adopt and implement policies that require each teacher and any other school board employee holding a license issued by the Board to complete cultural competency training, in accordance with guidance issued by the Board, at least every two years¹;

BE IT RESOLVED that the members of the Virginia Education Association join the national call for the observance of Black Lives Matter at School Week to kick off Black History Month in 2026 during the week of February 2-6;

BE IT FURTHER RESOLVED that the **(name of Local)** Education Association encourages its members to wear Black Lives Matter shirts to school that week and teach lessons about the school-to-prison-pipeline, restorative justice, and Black history.

¹ <https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-298.7/>



Black Lives Matter (BLM) at School Week is February 2-6, 2026. Black Lives Matter at School Week is celebrated by a national coalition organizing for racial justice in education.

Share the importance of Black Lives Matter at School Week to Union Members and your students. Local presidents should meet with the local membership to make a declaration of support for the resolution. Your local president and their selected team should then identify Division Equity Coordinator or appropriate Administrator in your division. Communicate and meet with Coordinator, Administrator and Division Superintendent to share information about Black Lives Matter at School Week. If the Superintendent agrees with making a declaration of support with a Resolution, then the information will go to the School Board Clerk. This will ensure that the BLM at School Week Resolution will be added to the School Board meeting agenda. Solicit your UniServ Director for support as needed.

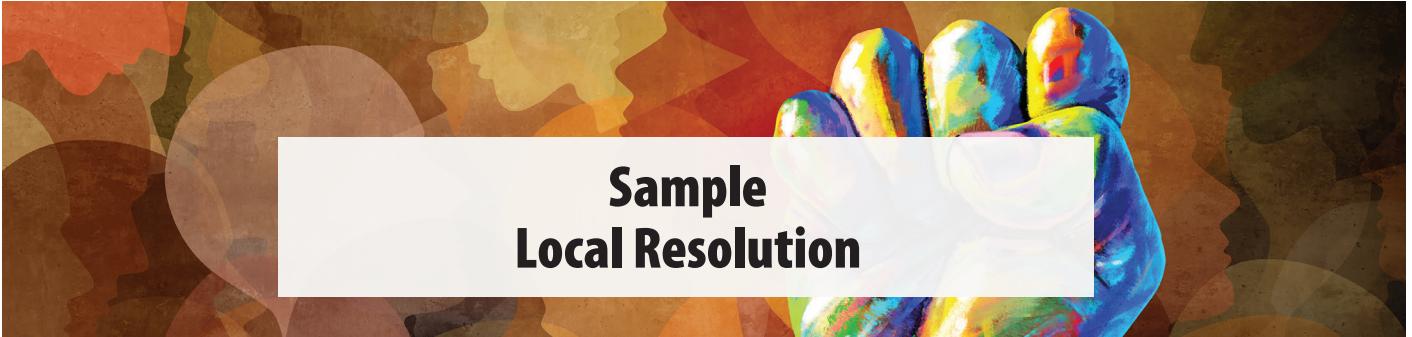
If the division Superintendent does not agree to move forward with a declaration of support through a Resolution, local associations are encouraged to do the following activities:

- Share their support for BLM at School Week by making public remarks asking for a Resolution to be adopted by the school board.
- Help educators and the community understand the importance of BLM at School Week by using social media and other forms of public communication.
- Encourage educators to share the BLM at School Week toolkit with their school administrators, fellow educators, and school counselors.

As the National Education Association has proclaimed, "The goal of Black Lives Matter at School is to spark an ongoing movement of critical reflection and honest conversation and impactful actions in school communities for people of all ages to engage with issues of racial justice"¹.

The Fitz Turner Commission for Human Relations and Civil Rights at the Virginia Education Association hopes your local association chooses to celebrate this week in any capacity possible.

¹ <https://www.nea.org/resource-library/black-lives-matter-school>



Sample Local Resolution

(Name of Local) Education Association

WHEREAS, the members of the **(name of Local)** Education Association stand for racial justice and human dignity for all of our students and colleagues and have made them core principles of our organization;

WHEREAS, the members of the National Education Association, at their 2019 national convention, took a position in support of the Black Lives Matter Week of Action during Black History Month, calling for "clear efforts to demonstrate support" for the ending of zero-tolerance school discipline policies, the hiring and mentoring of more Black educators, and the teaching of ethnic studies in public schools;

WHEREAS, there are too few Black educators and educators of color in proportion to the number of students of color in Virginia's public schools;

WHEREAS, required by Code of Virginia § 22.1-298.7, each school board shall adopt and implement policies that require each teacher and any other school board employee holding a license issued by the Board to complete cultural competency training, in accordance with guidance issued by the Board, at least every two years¹;

BE IT RESOLVED that the members of the **(name of Local)** Education Association join the Virginia Education Association call for the observance of Black Lives Matter at School Week to kick off Black History Month in 2026 during the week of February 2-6;

BE IT FURTHER RESOLVED that the **(name of Local)** Education Association encourages its members to wear Black Lives Matter shirts to school that week and teach lessons about the school-to-prison-pipeline, restorative justice, and Black history.

¹ <https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-298.7/>



- 1. Determine the type of meeting:** define the platform in which the meeting will take place, is it a panel discussion, a speakers list, or a Q & A session?
- 2. Define the purpose and the outcomes:** the purpose should be well defined with an end in mind for outcomes after the event. The purpose and outcomes should be stated in the advertising of the event.
- 3. Identify a host/facilitator:** there should be one person to help thread all the speeches together and continuously tie it to the theme and purpose of the event. This person should also be able to keep the flow of the meeting and ensure it stays to the purpose of the event.
- 4. Encourage registration:** set up a registration page for participants. Be intentional about the information that you capture on the registration form so that you know the audience and you build a list of activists or volunteers for future engagement.
- 5. Start on time, end on time:** it is more difficult to keep the attention of a virtual audience, thus, it is important to start and end at the time that is advertised. Set an annotated agenda and be sure to share the time allocated to each speaker ahead of time.
- 6. Plan, Prepare, Perform:** if possible, schedule time for a "dry run" before the event, check the audio of each speaker, troubleshoot all tech components, and examine the timeframe. Also, assign someone to "technical difficulties" during the event.
- 7. Rules of engagement:** share the process in which the audience can engage in the discussion, will they use the chat function only or can they speak and interact in real time? Share that throughout the event and have someone monitor the chat and respond accordingly.
- 8. Share the action items:** establish action items at the end of the event. The items should be concise and measurable in order to continue the work beyond the event.

9. Establish a plan to follow up: be sure to follow up with the speakers to thank them for their time. The planning committee should also follow up with the attendees to keep them engaged in the work and build capacity to move the work forward and achieve the goal(s).

10. Next steps: this is not a one and done event! Build on the purpose and outcomes for the event and elevate the issue(s) every opportunity that you have with administrators, community leaders, parents, and union members.





Black Lives Matter at School Guiding Principles

The Black Lives Matter at School movement is guided by the following principles. We seek to expand student understanding of these principles through the Week of Action and Year of Purpose.

Collective Value – We are guided by the fact that all Black lives, regardless of sex assigned at birth, gender identity, gender expression, sexual orientation, economic status, ability, disability, education, location, age, immigration status, religious beliefs or disbeliefs, matter. None of us are free until we are all free.

Diversity – We recognize, accept, and celebrate the unique qualities that make us different and the shared perspectives, circumstances, and commonalities that connect us.

Restorative & Transformative Justice – As we forge our path, we intentionally build and sustain an environment where we can make mistakes, grow, and express the fullness of our humanity. We nurture and promote a beloved community that is bonded together through a beautiful struggle. We are dedicated to restoring and transforming ourselves and the world around us to dismantle punitive systems and build more healing in its place.

Trans Affirming – We are self-reflexive and consistently do the work required to dismantle cisgender privilege. We hold space for our siblings who are agender, intersex, transgender, and gender expansive to participate and lead. We uplift Black trans folk, especially Black trans women who continue to be targeted and subjected to violence. We work outside of the binary to achieve full liberation.

Disability Justice – We are committed to acknowledging and addressing how we further societies' othering of people with disabilities. We co-create spaces in which ableism is confronted and embed the [ten principles](#) of disability justice advocates into our work. We actively dream and collaborate to create.

Queer Affirming – We reclaim the word queer as an act of defiance and in solidarity with those who have paved the way for us to live openly. When we gather, we do so with the intention of freeing ourselves from the tight grip of cis-heteropatriarchal assumptions. We foster a network in which all people can be genuine and express their authentic, embodied selves.

Unapologetically Black – We are unapologetically Black in our positioning. In affirming that Black Lives Matter, we need not qualify our position. To love and desire freedom and justice for ourselves is a necessary prerequisite for wanting the same for others. We proudly embrace our Blackness.

Loving Engagement – We remain rooted in compassion and empathy by seeking understanding and engaging with the intent to learn about and connect with others' contexts. Our interactions are guided by a commitment to embody justice, peace, and liberation.

Intergenerational – We cultivate a communal network free from ageism and adultism because of our belief in the leadership and learning potential of all people, regardless of age. We recognize and celebrate the intergenerational relationships that have always been and must continue to be when working for justice.

Black Villages – We support each other as extended families and villages that collectively care for one another, especially "our" children. We make our spaces family-friendly and enable caregivers to fully participate with their children. We disrupt the narrow Western prescribed nuclear family structure expectation. We recognize that family includes our chosen families. We believe that radical care belongs in the public sphere.

Black Women – We build a space that affirms Black women by centering their experiences. We recognize the many ways patriarchy shows up so consistently work to maintain a space free from sexism and misogyny, actively disrupting patriarchal culture.

Globalism – We recognize that we're part of the global Black family in a common struggle toward liberation. We stay attuned to the different ways we are impacted including our privilege as Black folks who exist in different parts of the world alongside our other contexts.

Resource: <https://www.blacklivesmatteratschool.com/guiding-principles.html>



Elementary School Lesson Plans*

Looking at Race and Racial Identity in Children's Books

Grade Level: K – 2; 3 – 5

<https://www.learningforjustice.org/classroom-resources/lessons/looking-at-race-and-racial-identity-in-childrens-books>

This lesson, the second in a series, encourages students to think and talk openly about the concept of beauty, particularly as it overlaps with issues of race and racial identity.

What is Empathy

Grade Level: K – 2

<https://www.learningforjustice.org/classroom-resources/lessons/what-is-empathy>

This lesson explicitly teaches students to be more conscious of other people's feelings to create a more accepting and respectful school community.



Intergenerational, Black Families, Black Villages

Grade Level: 3 – 5

<https://www.are.na/block/21331605>

Students will understand the importance of having spaces where people of different ages can come together and learn from each other. Understand that there are lots of different kinds of families; what makes a family is that it's people who take care of each other.



Part of a Community Online

Grade Level: K – 2

<https://www.learningforjustice.org/classroom-resources/lessons/part-of-a-community-online>

This lesson focuses on helping young children learn to participate in different kinds of digital communities. Students will solidify and work on what they know about being part of any community.

Comfort Food: Lesson for Child of the Civil Rights Movement by Paula Young Shelton

Grade Level: K – 2

<https://www.civilrightsteaching.org/comfort-food>

Designed to help students make a personal connection to the civil rights movement and to recognize that people, just like themselves, came together as a community to fight against the injustices of segregation and discrimination. The use of food in the story helps students to identify with the civil rights activists, unified by a common goal and engaging in the common practice of fellowship over a meal.

Addressing Anti-Black Racism with Young Children: Choosing Picture Books

Grade Level: Early Childhood

<https://www.are.na/block/17360130>

There are four types of books to use - Big Idea Books, Issue or Event-Specific Books, Identity-Affirming Books, and Wellness-Focused Books.

Joyful ABC Activity Booklet Series

Grade Level: Pre-K – K

<https://nmaahc.si.edu/learn/early-childhood/joyful-abc-activity-books/joyful-abc-activity-booklet-series>

The Joyful ABC Activity Booklet series invites caregivers and educators to support children's positive identity development while also growing their language and literacy skills with activities, museum objects, and new words.

Our Grandparents' Civil Rights Era: Family Letters Bring History to Life

Grade Level: 3 – 5

<https://www.zinnedproject.org/materials/our-grandparents-civil-rights-era/>

An elementary school teacher connects the Civil Rights Movement to students' family history by asking their grandparents to share their memories of the Movement.

* If the link does not open, please copy and paste the link into your browser or refer to Resources on page 16.



Middle School Lesson Plans*

Middle School BLM Week of Action Mini Lessons

Grade Level: 6 – 8

<https://docs.google.com/document/d/186fgoMIR5D-vWLctHIMnev5nWaf5TB59mgEa59jFK9-s/edit>

Lessons that are appropriate for middle school classrooms that provide articles and videos that are appropriate for shorter blocks of instructions.

The Skin I'm In Is Not A Weapon

Grade Level: 4 – 5; 6 – 8

<https://1619education.org/builder/lesson/skin-im-not-weapon>

Students examine the historical context of racism by tracking the evolving relationship between Black Americans and governing structures in the United States.

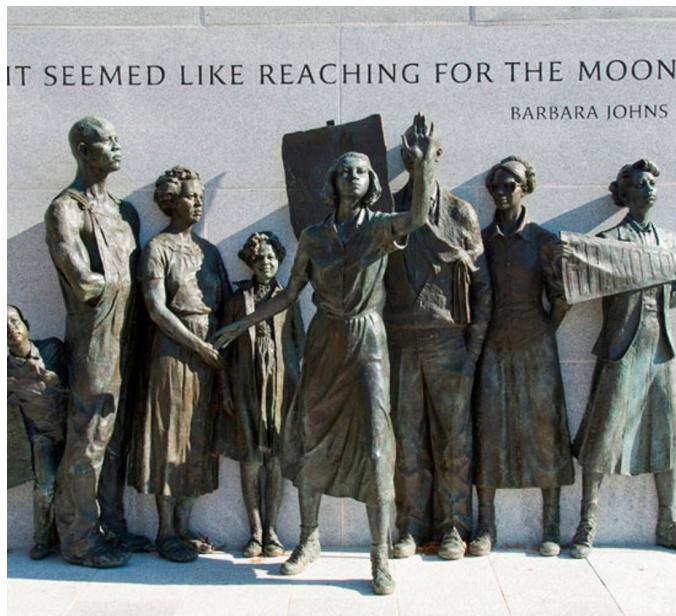


Brown v. Board of Education and the Story of Prince Edward County Schools

Grade Level: 6 – 8; 9 – 12

<https://www.pbs.org/newshour/classroom/lesson-plans/2018/03/brown-v-board-of-education-the-story-of-prince-edward-county-schools>

More than 60 years ago, the U.S. Supreme Court outlawed segregation in *Brown v. Board of Education*. The landmark case was a radical shift from the 1896 Supreme Court decision *Plessy v. Ferguson* which had declared that "separate but equal" accommodations were legal. Although the victory had been won in the courtroom, it would take the next decade and beyond for the law to be implanted in the American public school system.



Why Local Elections Matter

Grade Level: 6 – 8; 9 – 12

<https://www.learningforjustice.org/classroom-resources/lessons/why-local-elections-matter>

In this lesson, students explore the ways that decisions by local government affect their lives. They'll review research and data about a few recent local elections to push back against the myth that a single vote doesn't count. They'll learn how laws in their state encourage or suppress voter engagement. And in an extension activity, eligible students learn how to register to vote.

Beyond Rosa Parks: Powerful Voices for Civil Rights and Social Justice

Grade Level: 6 – 8; 9 – 12

<https://www.learningforjustice.org/classroom-resources/lessons/beyond-rosa-parks-powerful-voices-for-civil-rights-and-social-justice>

Most history textbooks include a section about Rosa Parks in the chapter on the modern civil rights movement. However, Parks is only one among many African-American women who have worked for equal rights and social justice. This series introduces four of those activists who may be unfamiliar to students.

Barbara Johns (School Interrupted)

Grade Level: 4 – 5; 6 – 8

<https://resources.newamericanhistory.org/school-interrupted>

What role did teenagers like Barbara Johns play in desegregating schools in Virginia and the United States?



Water and Environmental Racism

Grade Level: 6 – 8; 9 – 12

<https://www.zinnedproject.org/materials/water-and-environmental-racism/>

A mixer activity, inspired by the 2016 *Democracy Now!* documentary *Thirsty for Democracy*, introduces students to the struggle of residents to access safe water for drinking, cooking, and bathing in the majority-Black cities of Flint, Michigan; Jackson, Mississippi; and Newark, New Jersey.

Teaching With Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All

Grade Level: 6 – 8; 9 – 12

<https://www.zinnedproject.org/materials/teaching-with-vanguard/>

Students engage in an interactive activity with short excerpts from Martha Jones' book to learn about the leading role of Black women in the fight for voting rights throughout U.S. history.

Discuss 22-year-old Amanda Gorman's inaugural poem "The Hill We Climb"

Grade Level: 6 – 8; 9 – 12

<https://www.pbs.org/newshour/classroom/lesson-plans/2021/01/lesson-plan-discuss-22-year-old-aman-da-gormans-inaugural-poem-the-miracle-morning>

In this lesson, students examine the poetry of Amanda Gorman, who was chosen to read her poem "The Hill We Climb" at President Joe Biden's inauguration on Jan. 20, 2021. Gorman's poem complemented Biden's inaugural address and was written to reflect on "the history that we stand on, and the future that we stand for."

* If the link does not open, please copy and paste the link into your browser or refer to Resources on page 16.

High School Lesson Plans*

High School BLM Week of Action Mini Lessons

Grade Level: 9 – 12

<https://docs.google.com/document/d/1nTAF1lvFN9UXzKy1w456zjqE-52RyRMVSQE29EFrJ2M/edit>

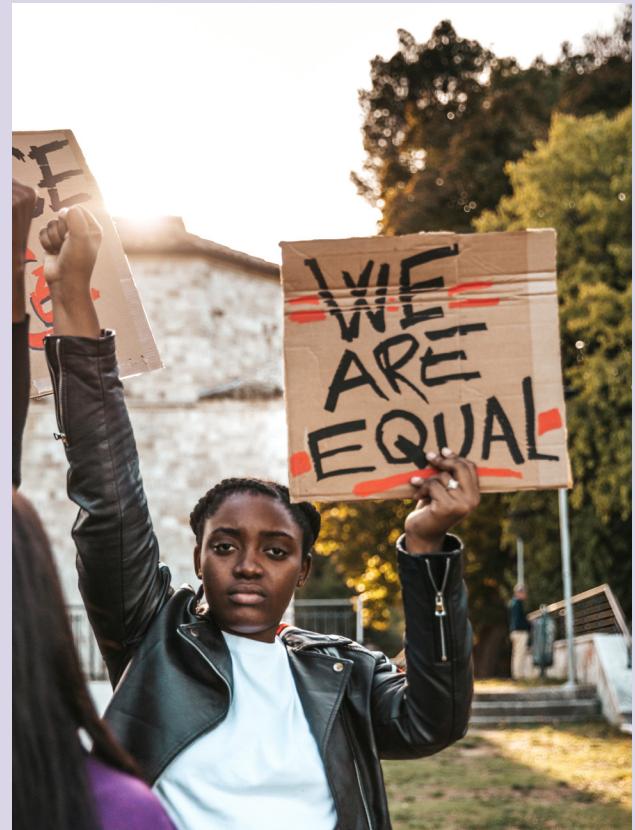
Lessons that are appropriate for high school classrooms that provide articles and videos that are appropriate for shorter blocks of instructions.

The Color Line

Grade Level: 6 – 8; 9 – 12

<https://www.zinnedproject.org/materials/color-line-colonial-laws>

A lesson on the countless colonial laws enacted to create division and inequality based on race. This helps students understand the origins of racism in the United States and who benefits.



Talking About Race and Racism

Grade Level: 9 – 12

<https://www.learningforjustice.org/classroom-resources/lessons/talking-about-race-and-racism>

What do educators need to participate in an open and honest conversation about the content of The New Jim Crow? Effective instruction about The New Jim Crow requires advanced preparation for how to talk about race and racism.

When You are the Target: How to Respond to and Challenge Bias

Grade Level: 6 – 8; 9 – 12

<https://www.adl.org/resources/lesson-plan/when-you-are-target-how-respond-and-challenge-bias>

This lesson provides an opportunity for students to explore bias situations in school and learn strategies for responding to and challenging bias, in particular when they are the target.

History of Juneteenth and Why it Became a National Holiday

Grade Level: 6 – 8; 9 – 12

<https://www.pbs.org/newshour/classroom/lesson-plans/2023/06/lesson-plan-history-of-juneteenth-and-why-its-set-to-become-a-national-holiday>

In this lesson, students will explore and discuss the history and context around the Juneteenth holiday in the United States. Topics explored will include the history of racial injustice in the U.S., the Civil War and the limitations of the Emancipation Proclamation. Additionally, students will be encouraged to explore the modern significance of Juneteenth and its long-term impact.

Online Hate and Harassment and What We Can do About It

Grade Level: 6 – 8; 9 – 12

<https://www.adl.org/resources/lesson-plan/online-hate-and-harassment-and-what-we-can-do-about-it>

This lesson provides an opportunity for students to learn more about online hate and harassment by reading and analyzing ADL's recent survey about it, reflecting on their own experiences with online hate and harassment and considering how online hate and harassment can be addressed.

Bayard Rustin: The Fight for Racial Justice and Gay Rights

Grade Level: 9 – 12

<https://www.learningforjustice.org/classroom-resources/lessons/bayard-rustin-the-fight-for-racial-justice-and-gay-rights>

This lesson centers on the invaluable work and activism of Bayard Rustin. Rustin was not only dedicated to orchestrating the civil rights movement; he was also one of Dr. Martin Luther King Jr.'s closest advisors, and the organizer of the 1963 March on Washington.

Teaching About Intersectionality

Grade Level: 9 – 12

<https://educators4sc.org/teaching-about-intersectionality/>

Intersectionality is a framework for understanding how the intersections of different aspects of identity create unique experiences of discrimination and marginalization. Kimberlé Crenshaw first conceptualized the theory of intersectionality in her 1989 paper "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics."

* If the link does not open, please copy and paste the link into your browser or refer to Resources on page 16.





Resources

Page 10-11 Elementary Lesson Plans

Looking at Race and Racial Identity in Children's Books

<https://www.learningforjustice.org/classroom-resources/lessons/looking-at-race-and-racial-identity-in-childrens-books>

What is Empathy

<https://www.learningforjustice.org/classroom-resources/lessons/what-is-empathy>

Intergenerational, Black Families, Black Villages

<https://www.are.na/block/21331605>

Part of a Community Online

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Addressing Anti-Black Racism with Young Children: Choosing Picture Books

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Grade Level: Early Childhood

There are four types of books to use - Big Idea Books, Issue or Event-Specific Books, Identity-Affirming Books, and Wellness-Focused Books.

Joyful ABC Activity Booklet Series

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Our Grandparents' Civil Rights Era: Family Letters Bring History to Life

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Page 12-13 Middle School Lesson Plans

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Why Local Elections Matter

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Page 12-13 Middle School Lesson Plans

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Discuss 22-year-old Amanda Gorman's Inaugural poem "The Hill We Climb"

<https://www.pbs.org/newshour/classroom/lesson-plans/2021/01/lesson-plan-discuss-22-year-old-amanda-gormans-inaugural-poem-the-miracle-morning>

Page 14-15 High School Lesson Plans

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The Color Line

<https://www.zinnedproject.org/materials/color-line-colonial-laws>

Talking About Race and Racism

<https://www.learningforjustice.org/classroom-resources/lessons/talking-about-race-and-racism>

When You are the Target: How to Respond to and Challenge Bias

<https://www.adl.org/resources/lesson-plan/when-you-are-target-how-respond-and-challenge-bias>

History of Juneteenth and Why it Became a National Holiday

<https://www.pbs.org/newshour/classroom/lesson-plans/2023/06/lesson-plan-history-of-juneteenth-and-why-its-set-to-become-a-national-holiday>

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Bayard Rustin: The Fight for Racial Justice and Gay Rights

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Teaching About Intersectionality

<https://educators4sc.org/teaching-about-intersectionality/>

Additional Resources

- <https://www.nea.org/advocating-for-change/racial-social-justice>
- <https://www.blacklivesmatteratschool.com/curriculum.html>
- <https://blacklivesmatter.com/your-resources/>
- <https://www.dcareaeducators4socialjustice.org/black-lives-matter/resources/>
- <https://www.learningforjustice.org/classroom-resources>
- <https://www.civilrightsteaching.org/>
- <https://www.teachingforblacklives.org/>
- <https://www.zinnedproject.org/>
- https://docs.google.com/document/d/1ou2lkNO_1ijCJDfmasbAG8mx_7hv1chKmobhtcVLAk/edit
- <https://www.whatdowedoallday.com/childrens-books-with-deaf-characters/>
- <https://diversebooks.org/>



2



(B)

(C)

(D)

(E)

3



(A)

(B)

(C)

(D)

(E)

4



(B)

(C)

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(E)

5



(A)



(B)

(C)

(D)

(E)

Looking at Race and Racial Identity in Children's Books

Grade Level: K-2; 3-5

English Standards of Learning

Kindergarten: K.C.1; K.C.2; K.R.1;

Grade 1: 1.C.1.Ai, ii, iii, iv; 1.R.B;

Grade 2: 2.C.1Ai, ii, iii, iv; 2.C2A, B, C; 2.R.1A, B, C, D;

Grade 3: 3.C.1.A1, ii, iii, iv; 3.C.2A, 3.R.1A, B, C, D;

Grade 4: 4.DSR.A, B, C; R.V.1B;

Grade 5: 5.DSR.A, B, C; 5.VR.A, B

History Standards of Learning

Kindergarten: K Skills a, c, d, e, f, h, i; K.1a, b, c, d, e; K.2; K.5a, b, c;

Grade 1: 1 Skills a, c, e, f, h, i; 1.1a, b, c, d, e, f; 1.5d;

Grade 2: 2 Skills a, c, d, e, f, h, i; 2.1 a, b, c, e, f, g; 2.5; 2.10a, b, c;

Grade 3: 3 Skills d, e, f, h, i; 3.1a;

Grade 4: VS Skills a, d, e, h;

Grade 5: US1 Skills, c, d, h

What is Empathy

Grade Level: K-2

English Standards of Learning

Kindergarten: K.C.1, K.C.2, K.R.1;

Grade 1: 1.C.1i, ii, iii, iv; 1.C.2; 1.R.1A, B, C, D, E;

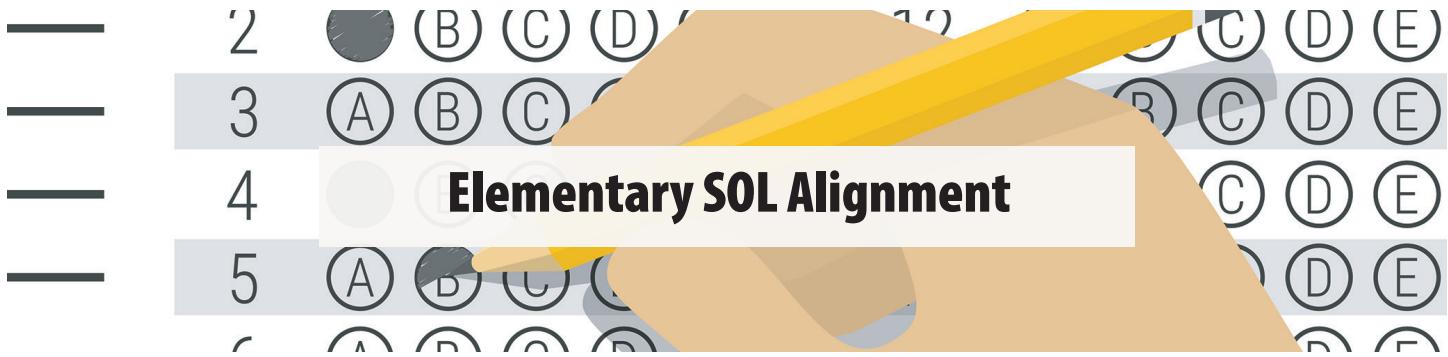
Grade 2: 2.C.1i, ii, iii, iv; 2.C.2A, B, C; 2.C.3A; 2.R.1A, B, C, D

History Standards of Learning

Kindergarten: K Skills a, c, d, e, f, h, i; K.1a, b, c, d, e; K.2;

Grade 1: 1 Skills a, c, e, f, h, i; 1.1a, b, c, d, e, f;

Grade 2: 2 Skills a, c, d, e, f, h, i; 2.1 a, b, c, e, f, g



Comfort Food: Lesson for Child of the Civil Rights Movement by Paula Young Shelton

Grade Level: K – 2

English Standards of Learning

Kindergarten: K.RV.1; K.RL.1.A; K.W.1.B; K.W.2.A.i; K.LU.1. D;

Grade 1: 1.R.V.1.B; 1.LU.1B, 1RL.1.B; 1.W.1.B;

Grade 2: 2.RL.1; 2.RL.3A, C; 2.W.1.A;

History Standards of Learning

Kindergarten: K Skills a, b, c, d, e, f, g, h, i; K.4b, c; K.5c; K.6; K.8a;

First Grade: 1 Skills a, b, c, d, e, f, g, h, i; 1.4b, 1.8d;

Second Grade: 2 Skills a, b, c, d, e, f, g, h, i: 2.5, 2.6, 2.13d

Intergenerational, Black Families, Black Villages

Grade Level: 3 – 5

English Standards of Learning

Third Grade: 3.C.1, 3.C.2; 3.C.3; 3.R.1;

Fourth Grade: 4.DSRA, B, C; 4.C.1; 4.C.2; 4.C.3; 4.C.4; 4.R.1;

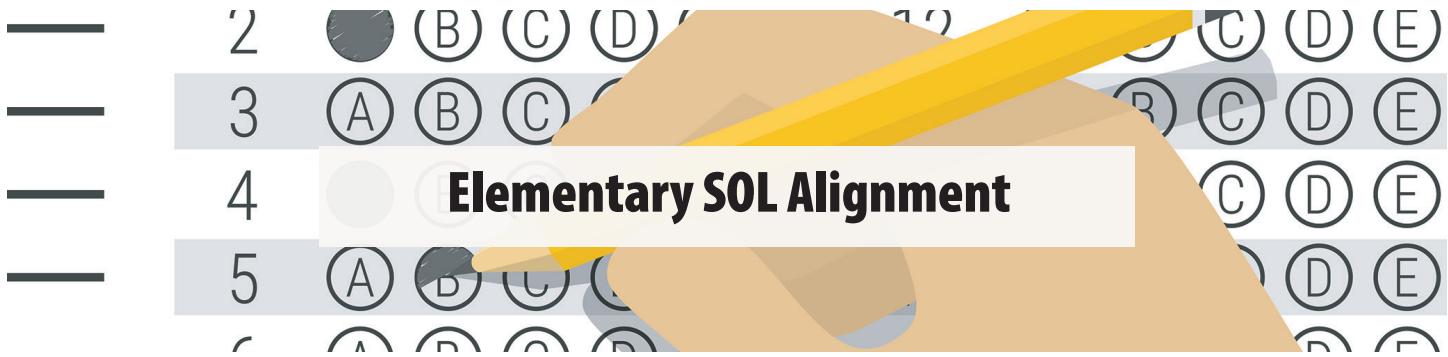
Fifth Grade: 5.C.1; 5.C.2; 5.C.3; 5.C.4; 5.W.1; 5.W.2; 5.RI.3

History Standards of Learning

Third Grade: 3 Skills a, b, c, d, e, f, h, i; 3.R.1. 3.9, 3.10

Fourth Grade: 4 Skills a, c, d, e, f, g, h, i ; VS.2; VS.4; VS.5; VS.6; VS.7; VS.8; VS.9; VS.10

Fifth Grade: 5 Skills a, c, d, e, f, g, h, i; USI.2; USI.3; USI.4; USI.5; USI.6; USI.7; USI.8; USI.9



Part of a Community Online

Grade Level: K – 2

English Standards of Learning

Kindergarten: K.C.1, K.C.2, K.R.1;

First Grade: 1.C.1; 1.C.2; 1.R.1;

Second Grade: 2.C.1; 2.C.2; 2.C.3; 2.R.1

History Standards of Learning

Kindergarten: K Skills a, c, d, e, f, h, i; K.1a, b, c, d, e; K.5;

First Grade: 1 Skills a, c, e, f, h, i; 1.1a, b, c, d, e, f; 1.5;

Second Grade: 2 Skills a, c, d, e, f, h, i; 2.1a, b, c, e, f, g; 2.5; 2.10

Joyful ABC Activity Booklet Series:

Grade Level: PreK – K

English Standards of Learning

Kindergarten: K.C.1; K.C.2; K.W.1; K.R.

History Standards of Learning

Kindergarten: K Skills a, c, h, i; K.2; K.5

2

(B)

(C)

(D)

(E)

3

(A)

(B)

(C)

(D)

(E)

4

(B)

(C)

(D)

(E)

5

(A)

(B)

(C)

(D)

(E)

Elementary SOL Alignment

Our Grandparents' Civil Rights Era: Family Letters Bring History to Life

Grade Level: 3 – 5

English Standards of Learning

Third Grade: 3.DSR, 3.R.1; 3.C.1; 3.C.2; 3.C.3;

Fourth Grade: 4.DSR; 4.C.1; 4.C.2; 4.C.3; 4.C.4; 4.R.1;

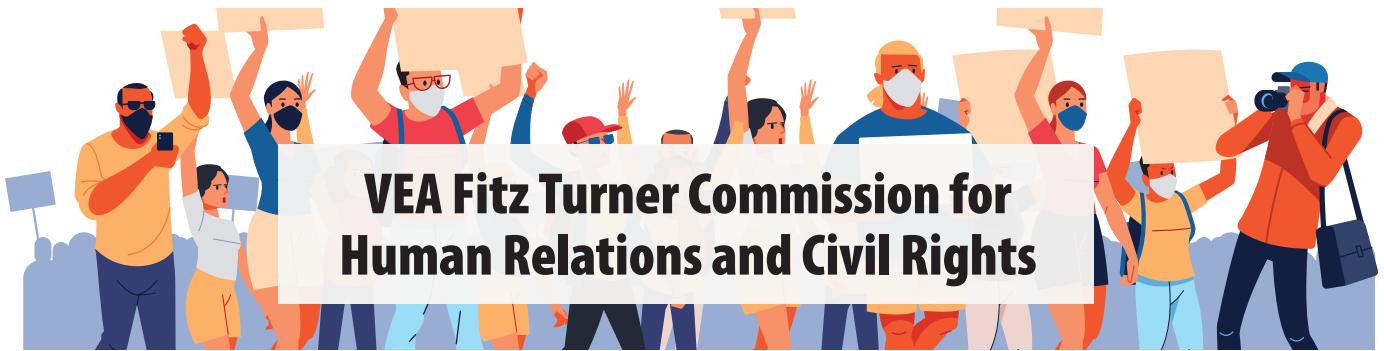
Fifth Grade: 5DSR; 5.C.1; 5.C.2; 5.C.3; 5.C.4; 5.W.15.W.2;5.R1.3

History Standards of Learning

Third Grade: Skills 3 a, b, c, d, e, f, g, h, i; 3.1a

Fourth Grade: Skills VS a, b, c, d, e, f, g, h, i; VS.11;

Fifth Grade: US1.a, b, c, d, e, f, g, h, i; US1.9



VEA Commissioner	District
Lorraine Dresch	A
Elizabeth Larson	B
Kenara Jackson	C
Charisse Woodward	D
Nicola Ross	E
Monann Davis	F
Christina Schmitt	G
Brandon Fincham, <i>Chair</i>	H
Tammy DeHaven	H
Mary Patterson	I
Anthony Swann	I
AnDrea Trotter	J
Starr Hargrove	K
Melodie Henderson	L
Milondra Coleman	M
Anthony Fields	N
James O. Parker	O
Kim Anderson-Hasty	P
Christie Jones	Q

Lorraine Dresch	A
Elizabeth Larson	B
Kenara Jackson	C
Charisse Woodward	D
Nicola Ross	E
Monann Davis	F
Christina Schmitt	G
Brandon Fincham, <i>Chair</i>	H
Tammy DeHaven	H
Mary Patterson	I
Anthony Swann	I
AnDrea Trotter	J
Starr Hargrove	K
Melodie Henderson	L
Milondra Coleman	M
Anthony Fields	N
James O. Parker	O
Kim Anderson-Hasty	P
Christie Jones	Q

Staff Liaison: Taisha Steele, tsteele@veanea.org



Notes



BLACK LIVES MATTER AT SCHOOL TOOLKIT WEEK OF ACTION

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