

Activities To Do Together

1. After reading a story together, act it out together or with puppets. Consider creating alternate endings or new characters. Think beyond the obvious or easy answers to a problem.
2. If your child shows a particular interest in a situation, have her/him write her/his own story. This can be pictures as well as words. You can help your child write the words to go with the picture. Encourage your child to think about the telling of the story and not to be afraid of word "mistakes."
3. Let your child choose a medium (pencil, crayon, markers, etc.) to make a picture of a part of the story s/he relates to and then tell you about it.

Suggested Read-Aloud Books

Grades K-2

The Color of Us by Karen Katz

The Crayon Box That Talked by Shane De-Rolf

What If The Zebras Lost Their Stripes by John Reitano

Jingle Dancer by Cynthia Leitich Smith

Nadia's Hands by Karen English

The Trees of the Dancing Goats by Patricia Polacco

Tacky the Penguin by Helen Lester

Grades 2-3

Baseball Saved Us by Ken Mochizuki

So Far From the Sea by Eve Bunting

The Legend of Freedom Hill by Linda Jacobs Altman

The Other Side by Jaqueline Woodson

A Picture Book of Anne Frank by David A. Adler

The Lily Cupboard by Shulamit Levey Oppenheim

This Land Is My Land by George Littlechild

Bus of Our Own by Freddi Williams Evans

The Unbreakable Code by Sara Hoagland Hunter

Dancing with the Indians by Angela Shelf Medearis

Grades 2-4

Cheyenne Again by Eve Bunting

The Long March by Marie-Louise Fitzpatrick

Peace Be with You by Katherine Scholes

Escaping to America by Rosalyn Schanzer

Night of the Full Moon by Gloria Whelan

The Story of Ruby Bridges by Robert Coles

Freedom School, Yes! By Amy Little sugar

Coolies by Yin

Elijah's Angel by Michael Rosen

Passage to Freedom by Ken Mochizuki

Star of Fear, Star of Hope by Jo Hoestlandt

Grades 3-4

The Little Riders by Margaretha Shemin

Jacob's Rescue: A Holocaust Story by Malka Crucker and Michael Halperin

Twenty and Ten by Claire Huchet Bishop

Behind the Bedroom Wall by Laura E. Williams

Wanted Dead or Alive: The True Story of Harriet Tubman by Ann McGovern



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Parents' Guide: Talking with Your Elementary School Child about Prejudice, Discrimination, Bullying, & the Holocaust

"Never doubt that a small group of thoughtful committed people can change the world. Indeed, it's the only thing that ever has."

Margaret Mead

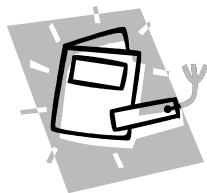
A Few Things for Parents to Consider

Young children absorb lessons about life through family dynamics—hearing daily conversations during meals or overhearing discussions among adults, through the media, through playing with friends in the neighborhood and play dates at the homes of others. Children cue into verbal and non-verbal communications, what is said and especially what is not said.

Since our children are good observers and listeners, they try to sort out messages they receive. Children need help in interpreting bits and pieces of information. If we do not provide adult guidance, we do our children a disservice. Without continual reinforcement, the right message might get lost. As adults, we have the responsibility to provide that reinforcement and to keep the message on track for the children.

There are a number of strategies that we as parents and concerned adults may use with our children. One of the most important is the **Read-Aloud**. Reading aloud books with social issues opens up the teachable moments for parents. **Read aloud to your children and read aloud often.**

Children often want to know if a story is true. By reading historical fiction, you are giving your child a real context and connection to her experiences. Give your child a sense of empowerment by reminding him that one person can make a difference and even a small difference matters.



Discussion is guided by the questions your child will ask. If the issue is too complicated or too sensitive, tell your child that s/he will understand parts of this as s/he gets older. This lets children know that the inquiry is legitimate and the answers will come when they are ready. If you are unsure of the answer to a question or need more historical information, tell your child you will look it up—or look it up together.

Children often relate to one character in a story who experiences difficulty because he is different. Explore with your child what could have been done in a difficult situation.

Within a story you may encounter examples of undesirable actions of a character. Stress that it is the *behavior* of the character that we notice rather than call the character by a label name. Children sometimes will see a bit of themselves in certain characters. **Remind them that we all have the power to change inappropriate behaviors by making good decisions.** A bad decision hurts oneself and others. Making good decisions hurts no one.

Suggested books include topics on Americans of various ethnic, racial, religious, and social backgrounds as well as Holocaust issues. History teaches us lessons that are important for the future.

It is important for children to understand that whatever wrongs have occurred in our nation's past, we have the ability to learn from these mistakes and become stronger as a people. Our commitment is to see that unfair treatment never happens again.

When reading about prejudice, discrimination, bullying, and the Holocaust with young children, keep the story simple. You will find yourself guided by their questions, their ability to comprehend sophisticated issues and your own knowledge of your child. Most children's Holocaust books and books addressing the issues of prejudice, discrimination, and bullying deal with particular situations resulting from unhealthy

behaviors in how we treat those who are different than us. **Remind children that we all belong to the human family.**

Read-Aloud Strategies

- Find a quiet time and comfortable place.
- Give a brief background to orient your child to events in the story.
- Read in a slower manner than you would normally speak.
- Initially plan for a 20-minute session. As your child becomes more engaged in the read-aloud process, the sessions will lengthen naturally.
- Allow time for your child to *predict* an outcome and to *study pictures*.
- Stop to answer your child's *questions* and to *discuss* important points when necessary. If you find this compromises the flow of the story, remind your child more discussion will occur at the end of the chapter or book.
- Keep in mind that while there may be messages in stories, books are to be enjoyed and cherished.
- When rereading a favorite section or story, allow your child to *retell* some special parts. Encourage your child to talk about similar issues that s/he may have experienced or have seen on a smaller scale.
- **Treasure these times with your child. The more you share books and ideas with each other, the more memories you create of simply being together and of life's lessons learned.**

