

I am biracial.
I have an adopted brother.
I have ADD.



#9635

WALK THIS WAY: PART 1

HUMAN RELATIONS MEDIA, 1998

Grade Levels: 4-9

14 minutes

DESCRIPTION

Three children share their personal experiences with prejudice. One is biracial, one has an adopted African American brother, and one has ADD. Each presents a realistic yet positive outlook.

ACADEMIC STANDARDS

Subject Area: Civics - What are the Basic Values and Principles of American Democracy

- ★ Standard: Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
 - Benchmark: Understands how certain values (e.g., individual rights, the common good, self government, justice, equality, diversity, openness and free inquiry, truth, patriotism) are fundamental to American public life (See Instructional Goal #2.)
- ★ Standard: Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society
 - Benchmark: Understands the concept of diversity (See Instructional Goal #4.)
 - Benchmark: Knows some common forms of diversity in the United States (e.g., ethnic, racial, religious, class, linguistic, gender, national origin) (See Instructional Goal #4.)
 - Benchmark: Knows some of the benefits of diversity (e.g., it fosters a variety of viewpoints, new ideas, and fresh ways of looking at and solving problems; it provides people with choices in the arts, music, literature, and sports; it helps people appreciate cultural traditions and practices other than their own) (See Instructional Goal #3.)
 - Benchmark: Knows ways in which conflicts about diversity can be prevented (e.g., encouraging communication among different groups; identifying common beliefs, interests, and goals; learning about others' customs, beliefs, history, and problems; listening to different points of view; adhering to the values and principles of American democracy) (See Instructional Goal #1.)
 - Benchmark: Knows ways in which conflicts about diversity can be managed fairly when they occur (e.g., provide opportunities for people to present their points of view; arrange for an impartial individual or group to listen to all sides of a conflict and suggest solutions to problems) (See Instructional Goal #1.)



INSTRUCTIONAL GOALS

1. To understand the responsibility of all people to work toward a society of tolerance.
2. To recognize the importance of respecting diversity.
3. To illustrate how differences can enrich our lives.
4. To broadly define diversity.

VOCABULARY

- | | |
|---------------|--------------------------------------|
| 1. biracial | 9. label |
| 2. identical | 10. attention deficit disorder (ADD) |
| 3. eccentric | 11. Ritalin |
| 4. humiliated | 12. defeated |
| 5. identify | 13. reward |
| 6. biological | 14. discrimination |
| 7. Christian | 15. prejudice |
| 8. Jewish | 16. instant |

BEFORE SHOWING

1. Tell stories of things that have happened to you personally or that you've seen in the media regarding a person being different.
2. Define tolerance. Discuss why tolerance is important to you, your family, your school, your community, your country, and your world.

AFTER SHOWING

► Discussion Items and Questions

1. How does Massimo feel about being biracial? How does he describe himself? How do others describe him?
2. How does Jessica feel about her brother Alexis? Why do other people doubt that they are related? How does this effect Jessica?
3. How did Carl feel before he was diagnosed with attention deficit disorder (ADD)? How does his medication help him, his family, and his schoolwork?

► Applications and Activities

1. Brainstorm ways that you are proud to be different from others.
2. Survey the school community. Ask each person's favorite fruit, color, song, person to spend time with, job goal, and place to go for fun. Consider what might happen if everyone's answers were the same.
3. Brainstorm ways that families can be different. Consider stepparents, adopted children, grandparents raising children, or extended families living together. List ways all families are similar.
4. Research disabilities of famous people. Consider Albert Einstein, George Washington, Magic Johnson, Tom Cruise, Thomas Edison, Woodrow Wilson, and Whoopi Goldberg.



RELATED RESOURCES

- [Different Dance: A Story About Respecting Others #2656](#)
- [Just a Little Red Dot #8786](#)
- [Rainbow War #2215](#)
- [Walk This Way: Part 2 #9636](#)
- [Walk This Way: Part 3 #9637](#)



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

FIGHT HATE AND PROMOTE TOLERANCE **TOLERANCE.ORG**
a web project of the southern poverty law center



- **TEACHING TOLERANCE** <http://www.tolerance.org/index.jsp>

This site includes news about groups and individuals working for tolerance and fighting hate; guidebooks for adult and youth activists; resources for parents and teachers; games for young children; and tests to help uncover hidden biases.

- **CULTURES ON THE EDGE**



<http://www.culturesontheedge.com/>

Looks at cultural diversity around the world. Include articles, photographs, and related links to cultures of the world.

BRIDGING DIVERSITY, BUILDING PEACE

<http://www.ocdsb.on.ca/~sel/dream/index.htm>

A site for children to contribute their thoughts, stories, and poems about peace. Includes puzzles and games.

- **NOT IN OUR TOWN** <http://www.pbs.org/niot/>



Provides teacher resources, positive community organizing stories, and online activities to help communities talk to- and learn from-each other about hate crimes.