



We at First Stage have been struggling to find the right words in the midst of this crisis as years of systemic racism have come to a head. Our hearts grieve for the senseless deaths of George Floyd, Tony McDade, Breonna Taylor, Ahmaud Arbery, and for the families and friends of so many others who have come before them. We stand in solidarity with those fighting against racism, injustice and hate.

As a company with a long history of introducing theater to young people, we acknowledge our tremendous responsibility to build bridges of understanding in our community for our young people and their families. We know that our work on stage and off must provide opportunities for our audiences to gain insight to, and empathy for, other cultures and heritages while promoting awareness of, and progressive action on, issues of social responsibility and justice in our society.

We pledge to listen more closely to the voices that have been silenced and ignored, and to work to amplify those voices and their stories, their realities. We strive to work together with our community to build a better future for all of us.

The following are resources, articles, tools, and activities for your family to engage with to continue these important conversations and move beyond words into action. We are not suggesting that these resources and activities are the cure to end the racism that many of you have been experiencing during your lifetime. What we know is that we want to do what we can to help bring peace, justice, healing, and reconciliation to our community. Join us in taking this necessary step to move our nation forward.

PARENT TOOLKIT

HOW TO TALK TO KIDS ABOUT RACE AND RACISM

PLAYBILL[®]

BLACK LIVES MATTER RESOURCES 101

ARTICLES & RESOURCES



31 CHILDREN'S BOOKS TO SUPPORT CONVERSATIONS ON RACE, RACISM AND RESISTANCE

10 TIPS FOR READING PICTURE BOOKS WITH CHILDREN THROUGH A RACE-CONSCIOUS LENS



TEACHING
TOLERANCE

LET'S TALK! WEBINAR SERIES:

LET'S TALK! DISCUSSING 
GENDER IN THE CLASSROOM

LET'S TALK! DISCUSSING
 **BLACK LIVES MATTER**

LET'S TALK! DISCUSSING WHITENESS 

LET'S TALK! TEACHING
 **BLACK LIVES MATTER**

ARTICLES & RESOURCES



HOW WHITE PARENTS CAN USE MEDIA TO RAISE ANTI-RACIST KIDS



the conscious kid

CRITICAL CONVERSATIONS: DR. MARIETTA COLLINS ON DISCUSSING POLICE SHOOTINGS WITH CHILDREN

ARTICLES & RESOURCES

RAISING RACE CONSCIOUS CHILDREN

**A RESOURCE FOR TALKING ABOUT RACE
WITH YOUNG CHILDREN**



 **100 RACE-CONSCIOUS THINGS
YOU CAN SAY TO YOUR CHILD TO
ADVANCE RACIAL JUSTICE**

ARTICLES & RESOURCES

rethinking
schools

**ALL AMERICAN BOYS –
AN INTERVIEW WITH JASON REYNOLDS
AND BRENDAN KIELY**



Brightly

 **HOW TO TALK TO KIDS ABOUT RACE:
BOOKS AND RESOURCES THAT CAN HELP**

ARTICLES & RESOURCES

DEFINING HUMAN RIGHTS

AN ACTIVITY FOR FAMILIES WITH YOUNG PEOPLE AGES 8 AND OLDER

*Taken directly from: <http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-3/Activity1.htm>.
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Take a moment to think about yourself and qualities that you really like about yourself. If you are doing this activity with your family or a group of friends, go around and share your individual qualities.

Once you have shared your individual positive qualities, start a conversation considering the following prompts:

Do you respect in others the quality you like about yourself?

Do you respect good qualities in others that you do not have?

Do all human beings deserve respect? Why?

How do you show respect for others?

Try to remember a time when you might have felt hurt because someone did not respect you. Did someone say something insulting or hurtful to you?

Why do people sometimes say bad things to each other?

What is dignity? Is your dignity hurt when others do not respect you?
How does it feel to you?

DEFINING HUMAN RIGHTS

On the top of a piece of paper, write the words "HUMAN" and "RIGHTS," and below the word "HUMAN" draw a circle. Start by brainstorming what qualities define a human being and write the words or symbols inside the outline. For example, "intelligence," "sympathy."

Next, think about what is needed in order to protect, enhance, and fully develop these qualities of a human being. List your answers outside the circle. For example, "education," "friendship," "loving family."

Everything inside the circle relates to human dignity, the wholeness of being human. Everything written around the outline represents what is necessary to human dignity. Human rights are based on these necessities.

After World War II, all the countries of the world agreed in 1948 on a document that said the world would be more peaceful if everyone respected the dignity of every human being. These words are contained in the Universal Declaration of Human Rights. Read the following sentences from the Universal Declaration of Human Rights: *"...recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of the freedom, justice, and peace in the world... All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood."*

Together, think of one example of how life in your community could be more peaceful if people showed greater respect for each other. Take some time to illustrate one way you individually or collectively as a family could show respect to someone. Pledge to find ways each day to take action on your ideas by demonstrating this respect for others in our day to day life.

WHAT DOES COMPASSION LOOK LIKE?

AN ACTIVITY FOR FAMILIES WITH YOUNG PEOPLE AGES 5 AND OLDER

Taken directly from: <http://www.seedsofcompassion.net/why/curriculum/35%20Compassion%20Lessons.pdf>

Start by selecting five to eight images from magazines or the newspaper that show compassion in action. You can choose pictures that illustrate acts of kindness and caring, helping others, empathy, and reaching out to others.

Once these images have been selected, take some time to look at these pictures together as a family and then talk about what you see in the images, and what all the images have in common. From here, see if you can come up with a family definition of compassion. Some ideas might include: compassion is an understanding of how another person feels; compassion is caring about others; compassion is showing concern through kind thoughts, words and actions; compassion is helping and giving; compassion is listening and being patient; compassion is a response to suffering.

From here, start a conversation about where you see compassion in your community. Now, using a poster board or other large sheet of paper, separate the board into three sections: What does compassion look like (behaviors)? What does compassion sound like (words)? What does compassion feel like (emotions)? Using sticky notes, let everyone write down their ideas of compassion and place them in the different sections of the board. Allow this to become your family compassion board. Place it somewhere in your house where everyone in your family can see it on a daily basis, and add to the board as they observe, experience, and perform examples of compassion in your daily life.

MORE THAN WHAT YOU SEE

POETRY ACTIVITY

"I see that everyone, every single person's carrying more than what they show. We're all just icebergs, moving through our days, bumping up against each other and then... carrying on."

— ANTARCTICA, WI

Create a poem that fits the theme "More Than What I Show."

Use the following brainstorm table to gather inspirations for rhymed or free verse poetry. Encourage every member of your family to create a poem, and then share your work in a Poetry Slam!

Three words to describe me (your personality):	Three physical traits you are most proud of:
I need:	I give:
I would like to:	I believe in: