



Discrimination Chalk-Talk

Advisory Goal: Students will increase awareness of ethical and moral behavior and explore ways to incorporate those behaviors in their lives.

Purpose: To explore the different perspectives and understanding of diversity and discrimination within our community.

Time: One advisory period

Materials: White board, chalk board, or large sheet of poster paper. Markers or chalk.

Activity: Chalk-Talk on Racism using the prompt: “In your life, how have you experienced discrimination/bullying?” Before starting this activity, go over the protocol given below:

- Here is the Chalk-Talk Protocol: A Chalk-Talk is a silent activity that gives participants the opportunity to brainstorm or share their thoughts about a specific question.

The advisory writes a question or prompt in large lettering in the center of the board or large paper. The question is used to generate written dialogue on a subject or issue for the advisory group to explore.

The advisor explains that a Chalk-Talk is a silent activity. ***No one may talk. Everyone participates. Stay on topic.*** Students are given chalk or markers with which to write down their thoughts, opinions, or solutions. Besides writing, time is spent reading and reflecting on what others have said. Participants can comment or “build on” what is written by doing the following:

Linking comments by drawing a line to connect one comment to another.

Adding to what someone has written.

Agreeing or disagreeing with what someone has written.

The advisor can choose to act as an observer or to interact with the Chalk-Talk to expand the conversation by:

Writing a question in response to a participant’s comment.

Adding his or her own reflections or ideas.

Circling an interesting idea and inviting participants to comment.

Connecting ideas or comments with a line and adding a question mark.



These types of interactions by the advisor encourage the participants to do the same, and a very active written conversation can develop. At the end of Chalk-Talk, the facilitator can choose to take some time to verbally debrief with the participants, asking them to further reflect on what they have learned.

Reflection: Ask the students:

- What experiences do you have in common with your classmates?
- What experiences are different?
- What are your reactions to reading other people's experiences?
- Did you enjoy this activity?
- Would you like to see more activities such as this one?

Reflection: Ask the teacher

- Was the time appropriate for the activity?
- Did you have all the materials you needed, should others be listed?
- Did the students take part?
- Did the students seem to enjoy and/or get the purpose of the activity?