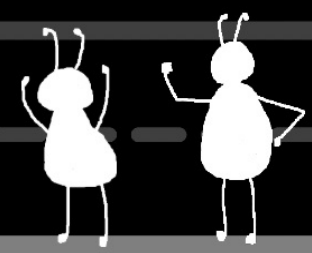




HAD TO STAND UP



A SONG AND DISCUSSION GUIDE FOR RAISING ANTI-RACIST CHILDREN

WELCOME

"Had to Stand Up" addresses the need to stand up to racist behavior and be a strong ally to those who are experiencing prejudice and discrimination. The song can be used as a springboard to talk to young people about how it feels to witness injustice and what they can say or do to take a strong stand. The song can also help children build an awareness of sensations and emotions, and connect these feelings to taking action in a difficult situation. This discussion guide is aimed at children in grades K-5.

GOALS

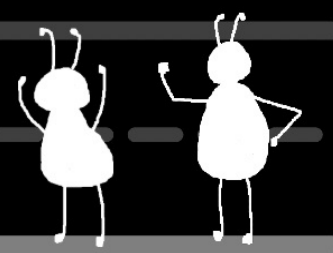
- Having students explore the embodied experience of standing up for justice.
- Helping students notice feelings in their body, and connecting the sensations with emotions and subsequent decisions to take action.
- Exploring mindfulness and the mind-body connection.
- Exploring how listening to our bodies can help us figure out how we can stand up for what's right.
- Exploring options for addressing injustice and racism.
- Understanding what it means to be an "ally" -- to stand up for someone else, including what makes that possible and what gets in the way.

IN THIS GUIDE

1. Intro activity
2. Discussion questions
3. Strategies
4. Additional strategies for grades 3-5
5. Share your story!
6. Chords



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INTRO ACTIVITY

Listen to "Had to Stand Up" at AntsonaLogMusic.com/StandUp, and follow along with the lyrics.

Intro:

I love taking my shoes off in the sandbox,
The sand feels cool to the touch
I'm building my own sand castle kingdom,
I wish I could live there so much

Verse 1:

Cuz yesterday I saw a kid who looked like me
Playing right here under my favorite tree
But he was being mean to somebody on our playground
Calling him names because his skin was brown
My stomach turned, time seemed to slow down
Should I stay where I am or get up off the ground

Verse 2:

Cuz I wanted to walk up to the mean kid
And make him say sorry for the mean things he said
Should I just stay quiet, don't cause a big scene
Will I get in trouble, will that kid be mean to me
Butterflies flew all around in my belly,
My legs were shaking, they felt just like jelly

Verse 3:

I didn't know what I should say,
First I just asked, "hey are you ok?"
We both turned to the mean one, my chest felt so tight
It was hard to get the words to sound right

Verse 4:

He said that's not fair, and I said yea that's not right
We said, do you know what it means to have skin dark or light?
And I looked at my own skin and saw it was light too
And I hoped I'd never done what I saw that kid do

Bridge:

My stomach turned, time seemed to slowed down,
My hands shook, butterflies flew all around,
My chest felt tight, I had heard enough
But that's how I knew I had to stand up
Yea that's how I knew I had to stand up
I couldn't sit there anymore, I could feel it deep within
That's how I knew I had to stand with him

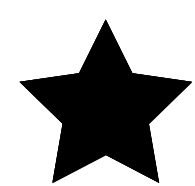
Outro:

I turned to my new friend, we learned each other's names
He asked if I wanted to go play a game
And now we love taking our shoes off in the sandbox,
The sand feels cool to the touch
We're building our own sand castle kingdom,
We wish we could live there so much

Follow the directions below to underline, draw, and circle.

Suggestion: It may help to listen to the song more than once.

Underline all the times the singer notices a body feeling

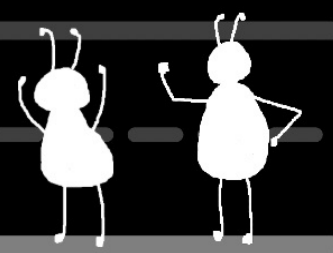


Draw a star next to a lyric that reminds you of something you've experienced

Circle a line you have a question about



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DISCUSSION QUESTIONS

- Tell the story of what happened, try to include as many parts of the story as you can. For example, before speaking to the mean kid, what did the singer do first? (The singer asked the other kid if he was ok.)
- What positive sensations or feelings did the singer sing about?
- What gender is the child who is singing? Do you have any evidence? (There is none.) Why do you think that?
- Have you ever wanted to say something but you didn't know how to say it?
- Have you ever stood up for someone else? How did it feel in your body before, during, after?
- Why does the singer wish to live in the sand castle kingdom?
- What does it mean to have butterflies in your belly?
- What does it mean if your legs are shaking?
- What did it mean that the singer and the mean kid have same skin color? Why was it important that the singer noticed that?

STRATEGIES

LET'S TALK ABOUT FEELINGS

Ask students to talk about their feelings when doing something scary/brave . Where do you feel it in your body? Have you ever heard someone say something “racist” -- insulting or excluding someone because of their skin color? What does it feel like when you hear someone say something racist?

WHERE DO YOU FEEL YOUR FEELINGS?

Tell students, “I am going to say a word, and I want you to show me what that looks like in your body. You can make a face or an expression, or you can make your body look like that feeling.” Then say the following words, giving students time to respond to each:

ANXIOUS - SCARED - SAD - CONFUSED - ANGRY - COURAGEOUS - BRAVE - DETERMINED - NERVOUS

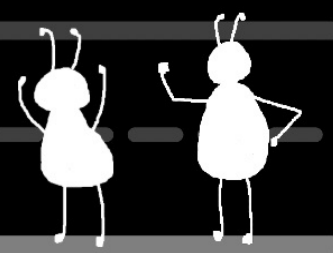
Discuss how each of these feelings relates to the song.

WHAT DO I DO NOW?

Engage students in a discussion about what they can do or say when they witness racist bullying or someone being mean or exclusionary because of race. Ask them to listen to the song and make a list of all the things the child who noticed the bullying could do. Don't censor their responses, get as complete a list as you can. After you've made a list (tell a teacher, yell at the other child, run away, etc.) have students evaluate each one and discuss: 1. What do you think this strategy might accomplish? 2. What problems may arise with this solution? 3. What else can you think of?



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ADDITIONAL STRATEGIES FOR STUDENTS IN GRADES 3-5

WHO AM I IN ALL OF THIS?

Ask students to discuss their own racial identities. How do they identify?

(Be prepared to accept a wide range of responses).

If they are White, ask them if it's harder to challenge another White child who is displaying "racist" behavior?

Ask: are there times when it's easy to say something? Are there times when it's harder? What makes it hard or easy?

Discuss how fear of getting it wrong or making it worse may get in the way of taking action and how they can overcome that (perhaps through talking to someone, deep breathing, etc.)

HOW DO I GET BETTER AT THIS?

After students have explored what possible actions they can take when they witness bullying or some other form of injustice, ask them what they need to do this better.

If students report that they "don't know what to say," have students engage in role plays in which they "try on" different possible responses. It is generally better not to ask students to engage in the racist name-calling, but rather to describe what happened or ask students for a time they have been in such a situation and didn't know what to say. Then let them take turns trying out responses. After they have made their attempt, ask them how it felt. Ask others who are observing what they think of the possibilities of this response being effective. Encourage positive feedback and appreciation.

SHARE YOUR STORY!

Sharing how you used this resource will help others bring it to their classrooms and communities. Let us know how you used "Had to Stand Up" and we'll post stories so we can all learn from each other.

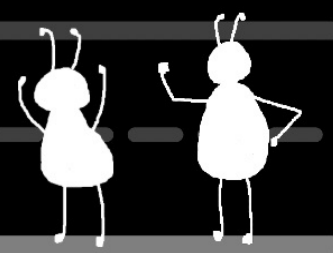
Visit www.AntsonaLogMusic.com/StandUp

to share how you used this song and discussion guide and get more ideas.

More from the authors at AntsonaLogMusic.com and MaraSapon-Shevin.com



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CHORDS

Capo 2

Intro:

I love taking my shoes off in the sandbox,
The sand feels cool to the touch
I'm building my own sand castle kingdom,
I wish I could live there so much

G - D - / / / /

Verse 1:

Cuz yesterday I saw a kid who looked like me
Playing right here under my favorite tree
But he was being mean to to somebody on our playground
Calling him names because his skin was brown

Em G Em D / / / C (one strum)

My stomach turned, time seemed to slow down
Should I stay where I am or get up off the ground

Em - A - / /

Verse 2:

Cuz I wanted to walk up to the mean kid
And make him say sorry for the mean things he said
Should I just stay quiet, don't cause a big scene
Will I get in trouble, will that kid be mean to me

Em G Em D / / / C (one strum)

Butterflies flew all around in my belly,
My legs were shaking, they felt just like jelly

Em - A - / /

Verse 3:

I didn't know what I should say,
First I just asked, "hey are you ok?"
We both turned to the mean one, my chest felt so tight
It was hard to get the words to sound right

Em G Em D / / / C (one strum)

Verse 4:

He said that's not fair, and I said yea thats not right
We said, do you know what it means to have skin dark or light?
And I looked at my own skin and saw it was light too
And I hoped I'd never done what I saw that kid do

Em G Em D / / / C (one strum)

Bridge:

My stomach turned, time seemed to slowed down,
My hands shook, butterflies flew all around,
My chest felt tight, I had heard enough
But that's how I knew I had to stand up
Yea that's how I knew I had to stand up

Em A / / Em G Em D / C / G /

I couldn't sit there anymore, I could feel it deep within
That's how I knew I had to stand with him
(no chords) / C (one strum)

Outro:

I turned to my new friend, we learned each other's names
He asked if I wanted to go play a game

Em G Em D / /

And now we love taking our shoes off in the sandbox,
The sand feels cool to the touch
We're building our own sand castle kingdom,
We wish we could live there so much

G - D - / / / /