



Miss Kendra's List  
**NO CHILD SHOULD BE HARMED BECAUSE OF  
THEIR RACE, RELIGION, OR GENDER**  
Week 2: Expanding the Conversation

**SEL Components:** Social Awareness (Appreciating Diversity)  
Relationship Skills (Teamwork)

**Preparations:**

- Put letters from Miss Kendra in the mailbox
  - Have rope ready for the activity
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**Opening Ritual:**

- "Who knows what time it is?" "Miss Kendra Time!"
- Go through Miss Kendra's List

**Introduction:** *"Last week we talked about what Miss Kendra means when she says that "No child should be harmed for their race, religion or gender." We also talked about social justice and injustices that affect us personally. Today we are going to discuss how race and power can also affect communities. We are going to do this by playing Tug of War."*

**Tug of War - Game**

**Instructions:**

1. Divide the class in two groups and have them stand at each end of the rope.  
Randomly select groups to be Group A and Group B:

*"Tug of war is a game in which two teams compete in a test of strength with the goal to overcome the other team and win. During this game you represent two different social groups. Group A is the group in which society deems as good and right. Group B is composed of people who are discriminated against because of their race, religion and gender, and perceived by society as wrong and bad. You will now compete to see which social group is strongest and can overpower the other."*

2. For dramatic purposes, have the groups hold on to the rope and lead them to believe that the game will begin.
  - "On "go" you will begin pulling the rope. Ready, get set... Hold on! I forgot something very important."

3. Select half the students in Group B and make them part of Group A so that Group B is significantly smaller.
4. Remark about the different sizes of the groups and wish Group B luck! Begin game.

### Discussion Questions:

- **To Group B:** How did it feel to begin the activity with a disadvantage? Was the game fair?
- **To Group A:** How did it feel to know that you could easily overpower Group B? Did you get excited because you knew your team would win? Did you feel bad for Group B?
- How do you think this applies in the real world? Are some people excluded from activities, places and spaces because of their gender, race, or religion? Where and why?
  - *“Communities and social groups who are discriminated against are made to feel small and powerless, just like Group B. Racial dynamics and power imbalance affect our communities every day. Being at a disadvantage from the get go, it’s hard to accept because we don’t feel like it is fair and it makes us feel inadequate.”*

### Return Letters: *“It’s letter time!”*

You may use the Miss Kendra Letter Call and Response and/or the Drum Roll. Let students read their letters privately. Ask if any student would like to read their letter aloud to the class. If the letter is meaningful, ask if they would like others to offer reflections, questions, or connections.



**TIP!** Guiding questions during letter sharing can include:

- What happened? (Who, What, Where, When)
- How were you feeling when this happened?
- Does anyone else have a connection to this story?

### Closing - Connection Circle

*“Today we talked about things that divide us and make some of us feel like we have no power. Let’s come together in a circle. Take a few moments to look at the people in our circle and appreciate our differences and strengths. Try to make eye contact with everyone as a sign to acknowledge that we are stronger together and we will not make others feel bad because they are different than us.”*



**TIP!** If you do not have time to get everyone in a circle, you can still have everyone look around the room, and take a deep breath together.