

**GOOD TROUBLE: IF RACISM
WAS A MONSTER WHAT
WOULD IT LOOK LIKE?**

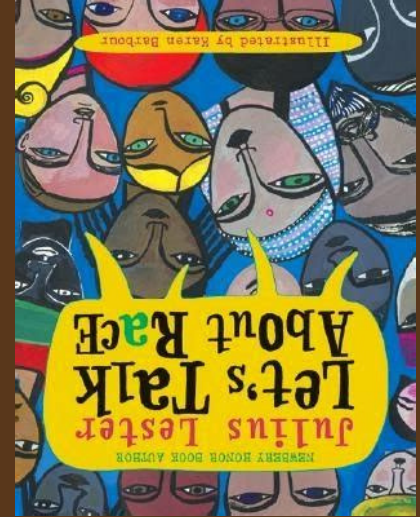


WHY ART? WHY MONSTERS?

Art gives us ways to tell our stories. It gives us access to the stories of other individuals, cultures, and eras. It engages us, invites us to express who we are, what we grapple with, what we have experienced. It invites us to imagine, build, develop, refine. It can bring wonder, solace, intrigue, pleasure, and tears.

Monsters are metaphors for our fears, both specific and general, individual and societal. Monsters give us a way of approaching The Other, and monsters also can give us a way of facing disturbing aspects of ourselves.

But, meanwhile, monsters can be fun. When we make a monster we get to make the rules about what it looks like, what it is made out of. Fifteen heads, or eyes at the tip of its tongue? Who is to say otherwise? At the same time, we are creating something unique, engaged in the process of making on one level, and on another level, doing the important work of probing our fears, both in ourselves and in the world around us. We are giving these form, and definitions. We are controlling the narrative.



With Good Trouble: "If Racism Was A Monster" The core book is "Let's Talk About Race" by Julius Lester.

"What story shall we believe?" The one that says my race is better than yours?"

Or the one that we discovered for ourselves beneath our skins?"

READING

TINYisPOWERFUL is an intergenerational, interracial, grassroots art in/with community collective that utilizes the spirit of the arts to build genuine relationships and foster collaboration between: artists, activists, educators, students and TINY Businesses.

For us collaboration means reciprocity, shared ownership and autonomy.

To contact and inquire about further collaboration:

Email: TINYisPOWERFUL@gmail.com

Website: TINYisPOWERFUL.ORG



RESEARCH

- Learning for Justice
- Social Justice Standards
- Facilitator Guide
- CCSD Cultural Competency Policy
- Prindle Institute "Let's Talk About Race" by Julius Lester Book Analysis
- "Evolution of monsters in children's literature" by Nature.com

READINGS

QUESTIONS

How do they express their creativity around this topic and their monsters?

How do we transform our fears and monsters into positive affirmations?

Which reading of the book did you like?

What were the elements of each you liked the most? What were the least?

What fears do your monster(s) represent?

How would your monster respond to the book?

Were there any parts of the book that reminded you about your monster, or is your monster from somewhere else?

Can you write a play for your monster to play a part in?

Can you write a comic featuring your monster?

STRUCTURE BREAKDOWN



The structure breakdown is a process of how teachers can make monsters, essentially a lesson plan.

1. **Build Up:** Planning stage
2. **Discussion:** Is presenting theme the monsters will be based around (ex: fears, bullying, racism)
3. **Monster Making:** The process of the students having autonomy to choose their materials to construct their monsters
4. **Reflection:** The kids reflection on why they made their monsters, and the story behind them
5. **Continuation:** After TINY is POWERFUL leaves the how of the teachers continuing to make connections to art and other subject areas.

LESSON STANDARDS

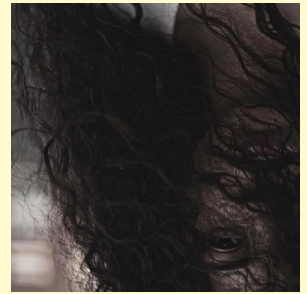
From the Social Justice Standards Facilitator Guide

Diversity 8 DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally (Pg. 31)

Identity 4 ID.3-5.4 I can feel good about my identity without making someone else feel badly about who they are. (Pg. 31)

Justice 15 JU.3-5.15 I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world. (Pg. 32)

VICTORIA RAE BOYNTON MOORE:
Executive Director aka Public
Figure and development leader of
TINYisPOWERFUL, a non-
hierarchical structure. Role
includes budgets, signatures
/payments responsibility, research
on generating revenues,
development of awareness outside
the collective. Co-organizer and co-
facilitator of workshops and Good
Trouble. Host and Head of I Like My
Tea Sweet (ILMTS) podcasts. Co-
lead for the WebApp.



Choice is freedom, possibility, and responsibility unfolding
one into the next revealing pathways. Where there are
choices there is chance.
Bias is developed through lived experiences. It can
inform choices. Although personal biases may not
easily be eliminated, they can be consciously accepted
or rejected. To make thoughtful choices biases must
be recognized, understood, acknowledged, challenged.
When addressing **unfairness**, we must consider
objectivity, subjectivity, and individual needs. Fairness
is an ideal associated with equity and justice. "Life's
not fair," but what about opportunities? Policies,
procedures, and practices can be objectively more fair
by design but we are operating in an imperfect system.

Lexicon Part 2

Lexicon Part 1

- | | |
|----------------|--------------|
| ■ Belonging | ■ Bias |
| ■ Brave Spaces | ■ Choice |
| ■ Fairness | ■ Fear |
| ■ Gender | ■ Hero |
| ■ Identity | ■ Monster |
| ■ Race | ■ Unfairness |

What is a lexicon?

A lexicon is much like a vocabulary list. It's a group of words that are related to an activity, project, idea, story, etc . . . However these definitions go beyond dictionary & textbook definitions to more personal, context and connection filled ones. This lexicon is the "I Story Lexicon", it frames the definitions of each word around the personal story being shared.



KIT LONEY:
Retired teacher, teaching artist,
writer, acting as a Resource for Good
Trouble and Zine making among
other programs and opportunities.
Co-designer/organizer of
If Racism was a Monster workshops.



Justice 13 JU.3-5.13 I know that
words, behaviors, rules and laws
that treat people unfairly based
on their group identities
cause real harm. (Pg. 32)
Action 20 AC.3-5.20 I will work with my
friends and family to make our school
and community fair for everyone,
and we will work hard
and cooperate in order
to achieve our goals. (Pg. 32)