



GRADES K-12

Anti-Bias Mini-Film Festival

LESSON PLAN OVERVIEW

Short evocative videos and films can be a great way to engage young people in conversations about identity, diversity, bias and social justice. This lesson plan includes compelling and powerful, short films suitable for classroom conversations with most of the films running 10 minutes or less.

Provided for each suggested film are the film name, link and description, overall theme(s), suggested

grade level, discussion questions, writing prompt and activity. Additional ADL open-source lesson plans are suggested if you'd like to go deeper with the theme of a particular film.

For more information about words and their definitions, see our [Education Glossary Terms](#).

COMMON CORE STANDARDS: Reading, Writing, Speaking and Listening, Language

SEL COMPETENCIES: Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision Making

Burger King Bullying Jr.

A hidden camera social awareness experiment reveals some uncomfortable truths about bullying and shines a light on what it means to act as an ally.

FILM VIEWING

Play film: www.youtube.com/watch?v=MWdpopgZQSg (2 min. 58 sec.)

DISCUSSION QUESTIONS

1. What is the message of the video?
2. Do you agree with the young person who says, “it’s just easier to do nothing?” Please explain your thinking.
3. What did the Burger King customers do when they saw the young person being bullied?
4. What did the customers do when they noticed that their burger was “bullied?”
5. Why do you think there was such a big difference in the customer reaction when the young person was bullied compared to when the burger was bullied?
6. What happens when someone says to the young person who is bullied (i.e., the target) “Are you okay?”
7. How do things change when someone acts as an ally to the young person who is bullied?
8. In general, what happens when someone moves from being a bystander to an ally?
9. Have you ever experienced, witnessed or been involved in bullying? What happened and what did you do?

WRITING PROMPT

(Elementary School) Have you ever acted as an ally to someone who was bullied? What was that experience like and how did you feel?

(Middle School) Why do you think it’s sometimes easier “to do nothing?” and what can you do to fight against the tendency to avoid intervening in a bullying situation?

ACTIVITY

(Elementary School)

Invite students to draw a picture of a time they acted as an ally to someone or a time that they wish they had acted as an ally. Share those drawings in the classroom or schoolwide.

(Middle School)

Have students create a scenario of a bullying situation, including what happens to the **target** (someone who is bullied or treated in hurtful ways by a person or a group on purpose and over and over), **aggressor** (someone who says or does hurtful things to another person on purpose and over and over), **bystander(s)** (someone who sees bias or bullying happening and does not say or do anything) and **ally** (someone who helps or stands up for someone who is being bullied or the target of bias).

Come to a resolution in the scenario and then act it out, eliciting other solutions from peers. Consider recording these and sharing in the classroom or schoolwide. (Remind students not to identify real people or real situations in the scenarios they create.)

Theme(s)

Bullying
Acting as an Ally

Suggested Grade Level

Elementary School
Middle School

Related Lesson Plans

[Identity-Based Bullying](#)
(ES/MS)

[Cyberbullying: Understanding and Addressing Online Cruelty](#)
(ES/MS/HS)

Hair Love

This Oscar®-winning animated short film from Matthew A. Cherry tells the heartfelt story of a Black father learning to do his daughter's hair for the first time.

FILM VIEWING

Play film: www.youtube.com/watch?v=kNw8V_Fkw28 (6 min. 46 sec.)

DISCUSSION QUESTIONS

1. What is the film about? What happens in the film?
2. What moment stood out for you? Why?
3. What is your favorite scene and why?
4. What thoughts and feelings came to mind as you were watching the film?
5. Why do you think the film is called "Hair Love?"
6. How did you feel when the film ends?
7. Why are aspects of our identity, including our appearance, important to us? How are those aspects of identity used to target us with bias and discrimination?
8. What is the overall message of the film?

WRITING PROMPT

(Elementary School) What is something that you love about yourself that reflects your identity?

(Middle/High School) What does hair, or another aspect of your physical appearance, reflect about your identity and in what ways is this meaningful or important to you?

ACTIVITY

(Elementary School)

Have students draw a picture of a memorable, important or meaningful scene from the film and write a few words or a blurb (1-2 sentences) describing what's in the scene. Share in the classroom or schoolwide.

(Middle School)

Engage students in learning more about The Crown Act (www.thecrownact.com), which addresses hair-based discrimination in school and in the workplace. Write an essay, make a short video or create a poster (paper or digital) that explains what The Crown Act is and why you think it's important for it to be passed across the country. Share in the classroom or schoolwide.

Theme(s)

Identity
Self-Love

Suggested Grade Level

Elementary School
Middle School
High School

Related Lesson Plans

[Identity, Hair and Seeing Myself](#) (ES)

[Hair, Identity and Bias](#) (MS)

[What is the Soul Cap and Why Was it Rejected for Olympic Use?](#) (MS/HS)

Float

A father discovers that his son is different from other kids. To keep them both safe from judgment, Dad covers him and keeps him out of sight—but when his son’s ability becomes public, Dad must decide whether to run and hide or to accept his son as he is.

FILM VIEWING

Play film: <https://vimeo.com/483289971> (6 min. 9 sec.)

DISCUSSION QUESTIONS

1. What happens in the film?
2. When you first see the child and his dad, what do you think about their relationship?
3. When the boy starts to float, how do others react? Why do you think they react this way?
4. Why does the dad treat the child differently when they are at home compared to how he treats him outside in the world?
5. When the boy is older and his dad takes him to the playground, what happens? How do you think the dad is feeling? How do you think the child is feeling?
6. What does the dad mean when he screams, “Why can’t you just be normal?” What happens after that?
7. A metaphor is a word, phrase or concept for one thing that is used to refer to another thing, suggesting that they are similar. In what ways is “floating” in the film a metaphor? What might the boy’s ability to float be similar to? What is “floating” a metaphor for in the film?
8. What is the overall message of the film?

WRITING PROMPT

(Elementary School) Was there a time when you felt different from others? What was that experience like and how did you feel?

(Middle/High School) Why is the film called “Float” and what is the underlying message of the film?

ACTIVITY

(Elementary School)

Invite students to share a scene in the film they found meaningful, important or memorable. Then have them each identify a scene that they will illustrate, including dialogue and narration to reveal the meaning and importance of their chosen scene.

(Middle/High School)

Have students learn more about Bobby Rubio, the director of the film, who has the experience of being a dad who is parenting a child on the autism spectrum. Learn and share with others why Rubio made the film, what his experience was like as a dad, and what he hopes the message that is conveyed through the film.

Theme(s)

Identity
Diversity
Acceptance

Suggested Grade Level

Elementary School
Middle School
High School

Related Lesson Plans

["The Present" and Living with a Disability](#) (ES)
[Understanding and Challenging Ableism](#) (MS/HS)

Lunch Box Moment

Have you ever had a "lunch box moment"? A group of Asian American people share their experiences and reflect on how they feel today about those moments.

FILM VIEWING

Play film: www.youtube.com/watch?v=_9Izv7BnKPE (2 min. 54 sec.)

DISCUSSION QUESTIONS

1. What is the video about?
2. What thoughts and feelings came to mind as you were watching?
3. In the video, how does food connect with culture and family? In your own life, how does food connect with your culture and family?
4. What is a "lunch box moment?" How did those lunch box moments in the video make the people feel? How do you know?
5. Have you ever had a lunchbox moment, or have you ever seen it happen to someone else? What happened and what was that experience like?
6. To what extent were stereotypes explored in the video?
7. What aspects of identity were highlighted in the film? Why are they important?
8. What is your biggest takeaway from the film?

WRITING PROMPT

If you were in the cafeteria/lunchroom at school and heard someone saying something mean, offensive, or harmful about someone's lunch, what could you do or say to support that person and act as an ally?

ACTIVITY

Have students create a video about a "lunch box moment" they've experienced or observed or create a poster (paper or digital) that illustrates what a "lunch box moment" is and what they can do to act as an ally to the person in that situation. Share those in the classroom or schoolwide.

Theme(s)

Identity
Stereotype
Bias

Suggested Grade Level

Upper Elementary School
Middle School
High School

Related Lesson Plans

[Everyday Bias](#)
[Microaggressions in Our Lives](#)

Love Has No Labels: Diversity & Inclusion

We see real people filmed at a live event in which a large x-ray screen depicts them only as two skeletons embracing. As the skeleton images separate and walk out from behind the screen, the audience discovers who they really are, highlighting different pairings of gender, race, sexual orientation, religion, ability and age.

FILM VIEWING

Play film: www.youtube.com/watch?v=PnDgZuGIhHs (3 min. 19 sec.)

DISCUSSION QUESTIONS

1. How did you feel while watching the video?
2. As you watched, did anything surprise you? If so, please explain.
3. How did the people in the audience react when the people came from behind the screen? Why do you think they reacted that way?
4. What aspects of identity are addressed in the video? What forms of bias are addressed in the video?
5. What does the title “Love Has No Labels” mean to you?
6. What is identity? What is a label? How are identity and labels similar and how are they different?
7. In what ways can you relate (or not) to the people and message of the video?
8. What is the overall message of the video?

WRITING PROMPT

(Elementary School) What is one partner/pair in the video that resonated with you and why did that pair resonate?

(Middle/High School) The words, “My heart doesn’t see race” are spoken towards the end of the video. What do you think that means? Do you agree or disagree? Please explain.

ACTIVITY

(Elementary School)

Have students explore identity in more depth by creating an identity word cloud ([Free Word Cloud](#) or [Mentimeter](#)) first as a class by having students brainstorm all the aspects of identity they can think of. The more specific the better, so in addition to religion, race, etc., have them identify all the races, religions, etc. they can think of. Then have students make individual identity word clouds to illustrate all the aspects of their identity. Share those in the classroom or schoolwide.

(Middle/High School)

In addition to reflecting on identity, the film explores implicit bias. Have students define implicit bias (the unconscious attitudes and stereotypes and unintentional actions—positive or negative—toward members of a group merely because of their membership in that group) and reflect on examples of implicit bias they have seen, experienced or witnessed in their lives, online or in the media. Have them conduct a research project on one aspect of implicit bias and share with others.

Theme(s)

Diversity
Identity
Similarities and Differences
Implicit Bias

Suggested Grade Level

Upper Elementary School
Middle School
High School

Related Lesson Plans

[Who Am I? Identity Poems](#)
[Emojis and Me \(MS\)](#)
[Identity and Diversity in My Generation \(HS\)](#)

Rising

In the immediate aftermath of a massive storm, this film challenges viewers to consider why it takes a disaster to bring us together, paying tribute to real moments when people from different backgrounds have come together following natural disasters.

FILM VIEWING

Play film: www.youtube.com/watch?v=QdLJ7YFvKx8 (11 min. 6 sec.)

DISCUSSION QUESTIONS

1. What happens in the film?
2. Who are the different people featured in the film? What do you learn about them from the hurricane/natural disaster situation and in flashbacks of them?
3. Why do you think the film features people from different identity groups (race, religion, sexual orientation, gender, age, disability)?
4. What thoughts and feelings came to mind while you watched the film?
5. Did anything surprise you while you were watching? Did anything challenge your thinking or assumptions?
6. Why do you think the film is called “Rising?”
7. What are some of symbols in the film (the boat, the water, the American flag, etc.) and what do they mean?
8. Were stereotypes (define) and assumptions challenged in the film? How so?
9. Have you experienced, witnessed or heard about something like this happening?
10. The question posed at the end of the film is “Why does it take a disaster to bring us together.” How is this illustrated throughout the film? Does it take a natural disaster to bring us together? Please explain.

WRITING PROMPT

Why is it sometimes hard for people from different backgrounds and identities to come together? What have you found to be successful in bringing different people together?

ACTIVITY

Have students re-watch the film and identify 5-8 scenes where they write thought bubbles for the characters to reveal what those characters are feeling and thinking in each of those moments. Share in the classroom or schoolwide.

Have students create a poster (digital or print) or make a short video that responds to the question about how different kinds of people can come together. Share in the classroom or schoolwide.

Theme(s)

Diversity
Inclusion
Equity

Suggested Grade Level

Middle School
High School

Related Lesson Plans

[On-Screen Diversity: Why Visibility in Media Matters \(ES/MS\)](#)

[How Natural Disasters Discriminate \(MS\)](#)

[Identity and Diversity in My Generation \(HS\)](#)

Wind

Set in a world of magic realism, the film sees a grandmother and her grandson trapped deep down an endless chasm, scavenging debris that surrounds them to realize their dream of escaping to a better life.

FILM VIEWING

Play film: www.disneyplus.com/movies/wind/1EvvZOeiTFGb (8 min. 41 sec.)*

**To access this film, you must have a Disney Plus subscription.*

DISCUSSION QUESTIONS

1. What happens in the film?
2. What is the boy and his grandmother's life like?
3. What objects do they find and how do they use those objects?
4. What is the meaning of home in the film?
5. How does the boy feel when he gets to the new place? How do you know?
6. What thoughts and feelings came to mind as you watched the film?
7. In what ways is the film an immigration story?
8. If the film continued, what do you think will happen with the boy? What kind of welcoming (or not) do you think he'll get from others?
9. What is the message of the film?

WRITING PROMPT

What aspects of this film, a story about home, immigration and family, resonate with you and why?

ACTIVITY

Invite students to reflect upon (in pairs or to themselves) times they have been new to a school, community, activity, club, etc., or felt different in some way, how they were treated and how they felt. Have them also reflect on a time when they welcomed and included someone who was new or may have felt different in a certain situation, what they did and how they felt. After this reflection, invite students to bring those thoughts to life through a video, poem, or picture.

Theme(s)

Immigration
Family
Home

Suggested Grade Level

Middle School
High School

Related Lesson Plans

[Understanding and Analyzing "The U.S. of Us" by Richard Blanco](#) (MS/HS)

[Who are the Children at Our Border?](#) (MS/HS)

[What is the Dream Act and Who are the Dreamers?](#) (HS)

Different

A girl who is deaf comes across a boy who is paralyzed from the waist down, but neither of them know about each other's differences and disabilities.

FILM VIEWING

Play film: www.youtube.com/watch?v=yu24PZibkoY (5 min. 17 sec.)

DISCUSSION QUESTIONS

1. What happens in the film?
2. When you first meet the two characters (Emily and Sam) in the film, what do you think is going on? What do you learn later that reveal something about each of them?
3. When Emily falls off her skateboard, what happens? What is Emily thinking? What is Sam thinking?
4. What is the communication like between Emily and Sam in the beginning of the film? When they learn more about each other, how does that change?
5. What did Emily not know about Sam? What did Sam not know about Emily?
6. How do you think Emily feels when she learns that Sam uses a wheelchair? How do you know?
7. How does Sam communicate with Emily when he learns she is deaf?
8. Have you ever met someone and made assumptions about them or didn't see important things about their identity when you first met them? What was that like?
9. What is the message of the film?

WRITING PROMPT

What could Sam and Emily have done differently to get to know each other, including the different aspects of their identity that were not visible when they first met? (Or share an experience you've had like this and what it was like.)

ACTIVITY

Have students create an illustration or graphic (digital or paper) that reflects (1) the aspects of their identity that others can see when they first meet them and (2) the identity characteristics that others cannot see right away. In addition, they should come up with a phrase, slogan or blurb that summarizes why it's important to get to know people before making assumptions about them.

Theme(s)

Identity
Diversity
People with Disabilities

Suggested Grade Level

Middle School
High School

Related Lesson Plans

[Equal Treatment, Equal Access: Raising Awareness about People with Disabilities and Their Struggle for Equal Rights \(ES/MS/HS\)](#)

[Understanding and Challenging Ableism \(MS/HS\)](#)

[The Identity Iceberg \(student mini-lesson\)](#)

Are You Okay?

This bystander story is told through the perspective of a 15-year-old girl, Raquelle, who witnesses her classmate Noah being bullied. When doing the right thing transforms Raquelle from bystander to target, she finds herself trapped in the same emotional quicksand of her peers.

FILM VIEWING

Play film <https://www.youtube.com/watch?v=tJsGGsPNakw> (8 min, 45 sec.)

DISCUSSION QUESTIONS

1. What happens in the film?
2. What does Raquelle observe that is happening to Noah? When Raquelle observes the bullying, how do you think she feels and how can you tell? What does she do?
3. When Raquelle tells the school administrator about the bullying she witnessed, what happens to Raquelle afterwards? How do you think she feels and how can you tell?
4. Has something like this ever happened at your school or to someone you know?
5. How is body language and facial expressions of the characters and the purple jelly used throughout convey thoughts and feelings?
6. How does Raquelle go from being a bystander to a target?
7. When Raquelle asks Noah, “Are you okay,” what happens? What do you think is the impact of her question on Noah?
8. When Raquelle’s dad says that Raquelle “can just block them,” how do you think this made Raquelle feel?
9. What kinds of posts and messages were sent to Raquelle and Noah? Have you seen messages like that before? Which ones jumped out at you or were memorable, upsetting or concerning?
10. When Raquelle asks Noah in a text, “Are you okay?” what changes for Noah? How do you know?
11. How did Raquelle act as an ally to Noah? Have you ever acted as an ally to someone who was being target and if so, what happened?
12. What thoughts and feelings came up for you as you watched the video?
13. What is the overall message of the video?

WRITING PROMPT

In the video, Raquelle and Noah ask each other, “Are you okay?” This is how they demonstrate allyship, by reaching out to the target of bullying. Share a personal experience you have had with acting as an ally to someone who is the target of bias or bullying. If you haven’t acted as an ally to someone, share about a situation in which you wish you had acted as an ally, what you would have done and why.

ACTIVITY

Invite students to imagine what happens next in the story for Raquelle and Noah—to continue the story. Students can focus on what happens with their friendship, whether the bullying continues and how they address the bullying in the future. Students can demonstrate what happens next in the story by making a short video,

Theme(s)

Bullying
Cyberbullying
Acting as an Ally

Suggested Grade Level

Middle School
High School

Related Lesson Plans

[Identity-Based Bullying](#)
(ES/MS)

[Cyberbullying: Understanding and Addressing Online Cruelty](#)
(ES/MS/HS)

[Don't Let Hate Ruin the Fun: Youth and Online Games](#)
(MS/HS)

Common Core Standards

CONTENT AREA/STANDARD
Reading
R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Writing
W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Speaking and Listening
SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Language
L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CASEL's SEL Competencies

COMPETENCIES
Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.