



Latinx Activist Activities

Honoring Latinx Heroes All Year Long

We've put together a few activities to help you focus on Latinx Social Justice Activists with your students



STEP ONE: Students (individually or as a class) select one or more of the activists from [PowerTools' Latinx Activists Chart](#).

STEP TWO: Use the following framework to explore the activist

- Elicit prior knowledge about the person and their impact
- Share at least one of the quotes from the activist. Invite students to dissect and respond to the quote.
- Watch one of the short videos to give background knowledge.
- Read one of the articles as a class, in small groups, or individually. Ask students to respond, reflect, and connect to their lives.

STEP THREE: Choose one of the Latinx Activist Projects below. We've created a spectrum of projects to meet your varying time, method (synchronous or asynchronous) and grade level needs.

STEP FOUR: Reflect



Activist Vision Board

Each student creates a digital vision board from the perspective of the Latinx activist the group learned about. First, show students how to create a digital vision board (duplicate slide, image search, insert image, re-size, etc.) by modeling the actions on a projected or shared screen. You may choose to show a how-to video like [this one](#). Next, students create their own vision board on a slide from the point of view of the Latinx activist. Finally, students share their vision boards with the class and explain each word/image choice.



Activist Chant Creation

Students create a chant or cheer in the activist's honor. Note: A chant is generally 2 to 4 catchy lines repeated over and over. Chants often rhyme, but don't have to. Examples of some chants include:

- "Teachers and families must unite! Education is a human right!"
- "Love, not hate! Makes America great!"
- "Say it loud! Say it clear! Refugees are welcome here!"

Consider inviting small groups to each create a chant and then gather back as a whole group to share (chant!) them.



What Would You Bring?

Gather in a socially distanced or virtual circle. Ask the group to imagine that they are the Latinx activist they learned about. Share the scenario: *We (all of us representing the activist) are on our way to a remote island for a few weeks. We are taking a small plane and can only bring a limited amount of stuff with us. What will we bring?* Encourage students to think like the activist. Students go around the circle and each share one thing they will bring with them (as the activist) to the remote island— ideally, students each bring something that represents the activist.

Next, add onto the imagined scenario: *A storm comes to the island and washes away a lot of the things we brought!* Challenge the group to come to a consensus about the 5 things they think (as the activist) were the most important to salvage.



Two Truths + a Lie

Gather in a socially distanced or virtual circle and invite students to think of three statements about themselves—two that are true and one that is not (the lie). Students jot down their three statements. Teacher shares all 3 of their own statements (in no particular order) to model. The group has to come to a consensus about which statement they believe is false. Then let the group know which statement is the actual lie. Proceed around the circle following the directions above (participant shares their 3 statements, group guesses which is the lie).

ROUND TWO: Thinking of the Latinx activist that you learned about, think of three statements about the activist—two that are true and one that is not (the lie). These can be posted and responded to independently or collectively (as a group).

