



**“Other”: A Brief History of American Xenophobia**  
**Instructions for Classroom Activity 3: Scavenger Hunt**

Purpose: To get students to think about what inspires or reminds them of why it’s important to take a stand against injustice.

This activity is a variation of a traditional scavenger hunt where people look for a particular object. It gets students up out of their seats and moving around; it also encourages them to think creatively about the symbolism or connections between objects and ideas. Finally, it encourages students to move beyond thinking and feeling to taking action.

Activity Instructions:

Part 1 (10 minutes, including 5-minute break)

- Point out the last line of the video, “It’s up to all of us today to rebuild the foundation upon which we all live, to stop cycles of fear and violence, to stop yearning to breathe free, and to help free each other.”
- Ask students:
  - What does it mean to “stop cycles of fear and violence”?
  - Is it really in our power to do that?
  - What concrete things can we do to take action against injustice? (Give some examples--e.g. Speaking up when someone is being bullied, talking with others about racism and discrimination, mobilizing friends to peacefully protest an unjust situation. Point out that it’s always important to consider your own safety when considering an action.)
- Tell students, “We’re going to do an activity that helps us think about why it’s important to take action against injustice. Instead of answering this question with words, we want you to answer it with an object.”
- “Look around your house (or wherever you are right now) and find an object that reminds you of why it’s important to take action against injustice. It could be a picture, a book, an artifact, a pantry item, something in nature, or anything tangible that you can show to others. It might be something that reminds you of a time you took action, or perhaps something courageous that a parent or grandparent did in the past.”
- (Teacher should model an item for students.)

- “Now we’re going to take a 5-minute break. During the break, find your object and bring it back with you.”

Part 3 (10-15 minutes)

- Once everyone is back from break, have students take turns sharing their items (if possible, divide students into breakout rooms of 4-5 students each for deeper sharing).
- Mention that sharing personal items may bring up strong emotions for some, and that’s OK.
- Ask students to share their items using the thinking routine: **What?** What is your item? **So what?** What is the significance of your item? **Now what?** How does your item inspire or remind you of the importance of taking action against injustice?
- Ask students: Can anyone give a specific example of action they have taken against injustice?
- Once everyone has shared, ask all students to hold up their items, so that everyone can see all the items at once. Remind students that individually, our actions can seem small, but when we put them all together, it can make a real difference.