



## BROTHERS OF CLIMBING

**DURATION:** 7 mins | **DIRECTOR:** Duncan Sullivan

Go to a typical climbing gym and you're not likely to see many people of color. But Brothers of Climbing co-founder Mikhail Martin says if young black people never see someone who looks like them, they will think a rock wall is no place for them. His organization aims to change that. With a mission of boosting minorities' involvement in outdoor activities, the group's positive energy is increasing diversity and challenging stereotypes in the climbing world.



## STANDARDS

*Common Core Anchor Standards for Reading addressed in this lesson:*

- **CCSS.ELA-LITERACY.CCRA.R.2 (Key Ideas and Details)**

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

*Common Core Anchor Standards for Speaking and Listening addressed in this lesson:*

- **CCSS.ELA-LITERACY.CCRA.SL.1 (Comprehension and Collaboration)**

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.

- **CCSS.ELA-LITERACY.CCRA.SL.2 (Comprehension and Collaboration)**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- **CCSS.ELA-LITERACY.CCRA.SL.3 (Comprehension and Collaboration)**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- **CCSS.ELA-LITERACY.CCRA.SL.6 (Presentation of Knowledge and Ideas)**

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

*Common Core Anchor Standards for Writing addressed in this lesson:*

- **CCSS.ELA-LITERACY.CCRA.W.10 (Range of Writing)**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**TAGS:** Race, climbing, adventure, inclusion

**VOCABULARY:** Stereotype, race, diversity, inclusion

## PRE-SCREENING ACTIVITY

To help students make connections and activate prior knowledge, have students complete a quick writing activity.

1. Write the following words on the board, in no particular order:

**black      white      outside      climbing      can**  
**sport      diversity      can't      stereotype      inclusion**

2. Give students five minutes to write as many sentences as they can using the above-listed words to predict what this short film will be about (ex: The sport, climbing, can be inclusive for black and white people).

3. Have students do a rapid-fire share. They choose their best sentence to read to the class. Everyone stands up and after a student has shared their sentence, they sit down.





## DISCUSSION QUESTIONS/CATEGORIES

These discussion questions can be either held as a whole group class discussion, can be responded to as individual writing prompts, or can be addressed in pairs. As the teacher, you decide what will work/not work with the time constraints and your class' interest in the topic.

### GENERAL/OPEN PROMPTS

1. Brothers of Climbing, BOC, states that people out there are looking for other black people climbing. Do you think this film helps encourage people from diverse backgrounds to try something new?

### EXPLORING SELF

1. Can you think of a time that you tried something that went against a stereotype? How did you feel in going against the stereotype? If you haven't yet, what is something that you want to try?

### EXPLORING WORLD

1. Do you think that this short film would have the same message if viewed in another country? How would you describe the background to help someone who has never been to the US understand the message of this film?

### EXPLORING FILMMAKING

1. Who do you think is the intended audience of the short film?
2. Why do you think that the filmmaker chose to make this film?

### EXPLORING SOCIAL ISSUES

1. How do you think the filmmaker's personal experience with climbing inspired him to make this film?

### SENSE OF WONDER

1. In the short film, the narrator states that "black people don't do that," in referring to the sport of climbing. He continues, "only white people do this. And they have every right to believe that because, you know, their outlet to the world is what you see on the TV and the internet, and you don't see any black people or people of color climbing, you're not going to think you can do it." Can you think of other sports, besides climbing, where there is an underrepresentation of people of color?

## ACTIVITY

**Describe a time that you broke through a stereotype, or describe a time that you were stereotyped.**



### TIME NEEDED:

Approximately 45 minutes (5-minute instructions, 10 minute Google image search/discussion with partner, 6-10 minute independent writing, 10-minute sharing, *optional: 10-minute whole class discussion*). As a teacher, you know your classroom best, please modify this activity to meet your students' needs!

### MATERIALS NEEDED:

pencils, paper, access to a computer with internet

### DIRECTIONS:

Work with a partner to discuss the meaning of the word stereotype and discuss the prevailing stereotyped images of different sports. Independently create a well-structured paragraph in response to the prompt: **“Describe a time that you broke through a stereotype, or describe a time that you were stereotyped.”**

1. Have students break off into pairs, preferably with someone they don't normally work with.
2. Have students type in various sports into Google Images to see what races are represented when a sport is searched. This is meant to spark a conversation between peers regarding stereotypes.
  - Some suggested sports: skiing, snowboarding, cricket, lacrosse, basketball, football, climbing, tennis.
  - For each search, have students discuss with each other what types of ethnicities, genders and backgrounds are represented.
  - Once they have completed their search, have them briefly discuss **why** they think that there are such narrow representations within these searched images.
3. For the next step, students will complete a quick-write about stereotypes. Have students write about a time that they either went against a stereotype themselves, or were stereotyped. For either scenario, describe what it felt like. The prompt on the board should say: **“Describe a time that you broke through a stereotype, or describe a time that you were stereotyped.”** Have students write for 5-6 minutes.
4. When the timer is up, have the students complete a quick re-read of their work to themselves to add or change anything before sharing with their partner.
5. Students will take turns listening to each other's quick-writes.
6. Once everyone has shared, have students share their partner's experience (if okay!) to the class. They are not allowed to share about their own experience with the class, it has to be their partners!

## EXIT TICKET

### RECOMMENDED EXTENSIONS:

1. **Explore Diversify Outdoors.** Does your class want to do more research about other groups similar to Brothers of Climbing? Diversify Outdoors, which is a coalition of social media influencers, whose mission is to promote diversity in outdoor spaces, has a great resources tab with other films, articles, podcasts, and books that cover similar topics as covered in the Brothers of Climbing: [www.diversifyoutdoors.com/resource](http://www.diversifyoutdoors.com/resource)
2. **Explore Brothers of Climbing.** Although not recently updated, Brothers of Climbing Website has some more information about their outreach program and mission: [www.boccrew.com](http://www.boccrew.com). Their facebook page has more up-to-date information: [www.facebook.com/official.boccrew/](https://www.facebook.com/official.boccrew/)

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