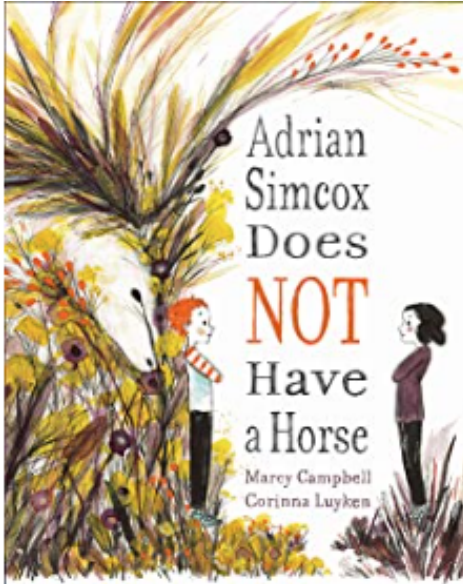


# Family Discussion Guide: No Place for Hate



## Adrian Simcox Does Not Have a Horse

Author: Marcy Campbell

Illustrator: Corinna Luyken

Publisher: Dial Books for Young Readers

Year Published: 2018

### **Book Themes**

Empathy, Bias, Judgment, Kindness

### **About the Book**

Adrian Simcox tells anyone who will listen that he has the best and most beautiful horse in the world. Chloe *knows* he is lying! His house is tiny – he has no room for a horse! His shoes have holes – he has no money for a horse! His lies make her angry. Chloe complains about Adrian to her mother, but instead of vindication, she gets marched over to Adrian’s house where her eyes and her heart are opened to something new.

We all have that little voice in our head that looks critically at another person. We probably don’t know that person well. We might not even know him or her at all, but we still have that critical opinion. But what if we could start to teach our children to look at others with an open heart and to leave that critical eye behind? Wouldn’t that be great? That is the story of Adrian Simcox and his horse.

### **Conversation Starters**

Whether you read the book along with your child or your child reads it at school and you discuss it later, use these open-ended questions to deepen the conversation. Remember not to judge their responses and to listen thoughtfully and engage in a conversation that helps them expand upon their understanding of the book and its themes.

- What happens in the story?
- How does Chloe change by the end of the story?
- Does it matter if Adrian has a horse? Why or why not?
- How did the characters feel at the end of the story? How did you feel?
- What would you do if something like this happened to you?
- Why do you think the author wrote this book?
- What is the message of the book?

## Talking Points

Below are some important considerations that will make this a learning opportunity for your child and your family.

### 1. Empathy

At the beginning of the book, Adrian sits all by himself. Ask your child why he or she thinks Adrian is alone. Ask whether he or she has ever noticed other students at school sitting alone or if your child has ever been excluded. Talk about what others could do to help people feel included and what people do to make others feel excluded. Ask how they think it feels to be excluded or included. Talk about what Chloe did in the book to make Adrian feel included or excluded and what your child could do if they were in her shoes.

### 2. Bias, Diversity and Acceptance

Ask your child why Chloe yelled at Adrian on the playground. Elicit that Chloe made judgments about Adrian based on the little she knew about him. Define “bias” as a preference either for or against an individual or group that affects fair judgment. Ask if your child has ever been in a similar situation and how it might feel to be Adrian. Stress the importance of learning about people and understanding and accepting the differences between people when they exist. Talk about how the best way to learn about people who are different is to get to know them. Emphasize that it is natural to notice and acknowledge differences. However, those differences should not be a reason to tease, bully or pass judgment but rather an opportunity to learn, empathize and connect.

### 3. Acting as an Ally

In the book, we see Chloe judging Adrian based on a few things she knows about him. With your child, define “ally” as someone who helps or stands up for someone who is being bullied or the target of prejudice. Emphasize that a person can be an ally in a number of different ways including: supporting the target,

telling a trusted adult, not participating in the bullying, confronting the aggressor, inviting the person to play, or walking away from the bullying situation with him or her. Ask your child if he or she has ever seen anyone act as an ally or if he or she has ever been an ally to someone who was the target of bias or bullying. Make sure your child knows that the goals in being an ally should include: being safe and asking for needed help and support. Ask your child what he or she would do to support Adrian. Modeling how to be an ally is critical; therefore, both show and tell your child about times when you have been an ally and when someone has been an ally to you.

### **Other Books You May Like**

The Day You Begin by Jaqueline Woodson

I Walk with Vanessa by Kerascoët

Each Kindness by Jaqueline Woodson

The Invisible Boy by Trudy Ludwig

Wonder by R.J. Palacio

### **Websites**

Parent, Family and Caregiver Resources

[www.adl.org/education/resources/tools-and-strategies/parent-family-and-caregiver-resources](http://www.adl.org/education/resources/tools-and-strategies/parent-family-and-caregiver-resources)

Strategies, tips, guiding principles and resources to help parents, family members and caregivers impart values and principles to the children in their lives.

The Question Corner: Early Childhood FAQs

[www.adl.org/education/resources/tools-and-strategies/question-corner](http://www.adl.org/education/resources/tools-and-strategies/question-corner)

A collection of answers to frequently asked questions about anti-bias issues faced by early childhood professionals and family members interested in promoting respect for diversity among young children.

6 Ways to Be an Ally

<https://www.adl.org/education/resources/tools-and-strategies/6-ways-to-be-an-ally-en-espanol>

Some simple things a student can do to be an ally to targets of name-calling and bullying.