



# PIEDMONT

## PIEDMONT HIGH SCHOOL

800 Magnolia Avenue • Piedmont, California 94611-4087

510.594.2626 phone • 510.450.0425 fax

### Course of Study

#### Basic Course Information

Course Title: PUSD Affinity Mentorship

Transcript Title(s)/Abbreviation(s): TBD

Course Code(s): TBD

Length of Course:

- Full Year
- Semester

Subject Area: Non-Departmental

Discipline: Non-Departmental

Honors Designation:

- Not Applicable
- Honors
- Advanced Placement

Grade Levels:

- 9th
- 10th
- 11th
- 12th

Course Learning Environment:

- Classroom
- Online

Is this an integrated Career Technical Education course?

- Yes
- No

If yes, please name the Industry Sector and Career Pathway:

## Course Description

### Course Overview:

The Affinity Mentorship Course is a district-proposed and district-led course is being proposed to meet a need identified in the Racial Equity Board Policy; however, the origin of the course is the Piedmont Affinity and Mentor Program created and led by Jean Chen Takazawa in collaboration with Ina Bendich.

The course is designed to bring MHS and PHS students from similar cultural, ethnic, religious, and gender expansive backgrounds together with their elementary students at Beach, Havens, Wildwood, and Piedmont Middle School. The goal of this course is to honor and celebrate the diversity of our student body and to create safe spaces for young students to have role models that share their similar identities. We will do this in affinity groups where mentors foster conversation and community in a positive way. We teach our high school mentors the basics of Restorative Justice circles as an avenue to foster these conversations around our shared identity. We will form affinity groups with younger students based on who enrolls in our program at the elementary and middle school level. We will match high school mentors with younger students where they meet 2-3 times per month outside of course time. During this time together, mentors will lead conversations in an age-appropriate way. We will use books, videos, music, art and inspirational role models to help celebrate our diverse backgrounds.

The course will meet during an “8th period,” twice weekly. The term “8th period” means at a time scheduled outside of the school day but is not an official time attached to the time when school ends. The instructional content of the course will be pre-recorded and provided using a flipped classroom model. Time spent in class in person will be used to discuss the video course content to ensure high school students are prepared to mentor. The course will be graded on a Pass/No Pass basis.

**Prerequisite(s):** None

**Co-requisite(s):** None

### Course Content:

#### **Unit 1: Child Development & Lesson Planning**

Description: Students will learn about child development and how young people access information that is presented to them. Through readings and discussions, students will gain an understanding of how to develop age-appropriate lessons for their mentor group. Student-created lesson plans will be designed to connect to overarching themes of diversity, equity, and inclusion. There will be a review of lessons that have been previously used in mentor sessions from the past two years.

Sample Assignment(s): Students will create and present lesson plans exploring the themes of Diversity, Equity and Inclusion that are age appropriate for their mentor group.

#### **Unit 2: Communication Skills**

Description: Beginning with self-exploration, students will consider the importance of developing a positive attitude, clear communication, empathy, and problem solving skills. Students will develop their capacity as leaders and reflect on the tools necessary to become effective leaders and communicators with mentees and parents. All of the meetings with mentees are communicated with parents so it is vital to know how to write an email properly and set up a google calendar invite.

Sample Assignment(s): Students will design and present a lesson appropriate for the mentor group that has been assigned to them. They will design a self-exploration presentation appropriate for both mentors and mentees.

### **Unit 3: Restorative Justice & Circle Keeping**

Description: Students will participate, through experiential learning, in the Restorative Justice circle process. They will have the opportunity to practice both community building and harm circles as circle keepers and circle participants.

Sample Assignment(s): Using resources gathered through experiential learning and templates included in “Heart of Hope” and “Circle Forward,” students will design and practice a community circle as a classroom exercise.

### **Unit 4: Identity Development**

Description: Students will create an identity map to explore their cultural heritage and reflect on how understanding where one comes from impacts how we engage with the world around us. Through discussion, using the circle format, students will think deeply about the role that they play and how their identity influences the decisions that they make.

Sample Assignment(s): Imagine that you are the historian for your family. Interview the oldest person that you can identify and present the findings in the form of an oral/visual presentation.

### **Unit 5: Diversity, Equity, and Inclusion**

Description: Students will study issues that focus on diversity, equity, and inclusion. Some issues might be broad, such as the lack of affordable Piedmont housing, or they could be relevant to the students’ lives, such as the lack of representation in a course curriculum, activities, or programs. The issues will be identified by students. Students will develop lessons for their mentor groups that are geared towards deepening understanding of how these concepts influence how we engage with each other.

Sample Assignment(s): Students will present a lesson that is appropriate for their assigned mentor group on any of the following topics: culture (food, music, traditions), identity (what makes us different and unique), or intersectionality (how social categorizations such as race, class, and gender, intersect and create interdependent systems that result in discrimination or disadvantage). Research and identify age-appropriate texts that focus on the themes of diversity, equity and inclusion.

### **Unit 6: Social Justice**

Description: Students will define what social justice is and how it is applicable within a school setting. Through reading and discussion, students will develop a social justice project designed to highlight their work as affinity mentors.

Sample Assignment(s): Students will create a video PSA that will be made available to staff and families within PUSD that showcases the mentorship program and how it has impacted their mentees and themselves. Using the resources contained in “What Do We Stand For,” students will design a project that will have a positive impact on the school community.

## **Course Materials**

### **Textbooks**

Title: *The Little Book of Circle Processes, A New/Old Approach to Peacemaking*

Author: Pranis, K.

Publisher: Living Justice Press

Edition: 2005

Website: <https://livingjusticepress.org/product/little-book-of-circle-processes/>

Primary Text:

- Yes
- No

Title: Heart of Hope - *A Guide for Using Peacemaking Circles to Develop Emotional Literacy, Promote Healing & Build Healthy Relationships*

Author: Carolyn Boyes-Watson and Kay Pranis

Publisher: Center for Restorative Justice, Suffolk University

Edition:

Website: <https://livingjusticepress.org/product/heart-of-hope/>

Primary Teacher Text for Instructional Purposes:

- Yes
- No

Title: Circle Forward Revised Edition 2020 - *Building a Restorative School Community*

Author: Carolyn Boyes-Watson and Kay Pranis

Publisher: Center for Restorative Justice, Suffolk University

Edition: 2020

Website: <https://livingjusticepress.org/product/heart-of-hope/>

Primary Teacher Text for instructional Purposes:

- Yes
- No

Title: What do We Stand For? For Teens

Author: Barbara A. Lewis

Publisher: Free Spirit Publishing

Edition: 2014

Website: <https://www.freespirit.com/character-education-leadership-and-service-learning/what-do-you-stand-for-for-teens-barbara-lewis/#>

Primary Text:

- Yes
- No

Title: Anti-Bias Education for Young Children and Ourselves

Author: Louise Derman-Sparks & Julie Olsen Edwards with Catherine M. Goins

Publisher: NAEYC

Edition: Second Edition, Revised & Updated/November 2019

Website: <https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias>

Primary Text:

- Yes
- No

### **Other Materials**

Type: Resource Book

Title: This Book is Anti-Racist

Author: Tiffany Jewell and Aurelia Durand

Publisher: Frances Lincoln Children's Books

Type: Workbook

Title: How to Be an Antiracist

Author: Ibram X. Kendi

Publisher: Growth Hack Books

Type: Picture Book  
Title: The 1619 Project: Born on the Water  
Author: Nikole Hannah Jones and Renee Watson  
Publisher: Penguin Random House

Type: Picture Book  
Title: Little Man, Little Man a Story of Childhood  
Author: James Baldwin and Yoran Cazac  
Publisher: Duke University Press

Type: Picture Book  
Title: Bilal Cooks Daal  
Author: Aisha Saeed and Anoosha Syed  
Publisher: Salaam Reads

Type: Historical Picture Book  
Title: Todos Iguales \* All Equal - Un Corrido de Lemon Grove  
Author: Christy Hale  
Publisher: Lee & Low Books, Inc.

Type: Resource Picture Book  
Title: Rise Up - Ordinary Kids with Extraordinary Stories  
Author: Amanda Li and Amy Blackwell  
Publisher: Andrews McMeel Publishing

Type: Picture Book  
Title: Me and My Afro  
Author: Aiden M. Taylor and Tana Teeya  
Publisher: TaylorMade Publishing

Type: Picture Book  
Title: Antiracist Baby  
Author: Ibram X. Kendi and Ashley Lukashevsky  
Publisher: Kokila

Type: Picture Book  
Title: Brown - The Many Shades of Love  
Author: Nancy Johnson James and Constance Moore  
Publisher: Cameron + Company

Type: Picture Book  
Title: Something Happened in Our Town - A Children's Story About Racial Injustice  
Author: Marianne Celano, Marietta Collins and Ann Hazzard, Illus. Jennifer Zivoin  
Publisher: Magination Press - American Psychological Association

Type: Picture Book  
Title: Race Cars - A Children's book about white privilege  
Author: Jenny Devenny  
Publisher:

Type: Picture Book

Title: A Big Bed for Little Snow  
Author: Grace Lin  
Publisher: Little Brown And Company

Type: Picture Book  
Title: I Am Every Good Thing  
Author: Derrick Barnes and Gordon C. James  
Publisher: Nancy Paulsen Books/Penguin Random House

Type: Picture Book  
Title: Black is a Rainbow Color  
Author: Angela Joy and Ekua Holmes  
Publisher: Roaring Brook Press

Type: Short Story  
Title: Min Jee's Lunch  
Author: Elizabeth Kleinrock and Janice Chang  
Source: Teaching Tolerance, Fall 2020