



amazeworks

# Anti-Bias Education Foundations Training & Middle School Curriculum

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Monthly e-newsletter sign-up: <http://eepurl.com/gC1VAr>

# Centering and Welcome



WHAT IS YOUR HOPE?



# Land and Labor Acknowledgment

We acknowledge that AMAZEworks is located on the traditional, ancestral, and contemporary lands of Indigenous people. We reside on land that was cared for and called home by the Dakota people, ceded by the Dakota in an 1851 treaty. We recognize and continually support and advocate for the sovereignty of the Native nations in this territory and beyond. By offering this land acknowledgment, we affirm tribal sovereignty and will work to hold others accountable to Native peoples and nations.

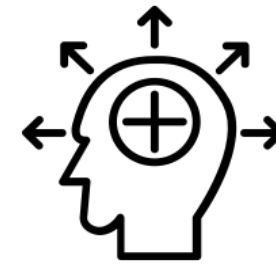
Further, we respectfully acknowledge the enslaved people, primarily of African descent who provided exploited labor on which this country was built, with little to no recognition. Today, we are indebted to their labor and the labor of many black and brown bodies that continue to work in the shadows for our collective benefit. (Taken from: Highline College: <https://www.highline.edu/about-us/land-labor-acknowledgment/>)

# Beyond Acknowledgment

If you are not Indigenous, put acknowledgment into action by creating an action plan for how you will support Indigenous communities. Start with research, and move to specific, measurable actions. Examples of specific actions include:

- Voluntary land taxes
- Indigenous land return
- Show up to protests, but remember it's not about you
- Donate your home to a frontline Indigenous organizer in need of rest and recovery
- Set up a recurring donation to a Native-led organization
- Support Native-led efforts to remove harmful mascots, place names, and statues.
- Purchase products and services from Native-owned businesses.

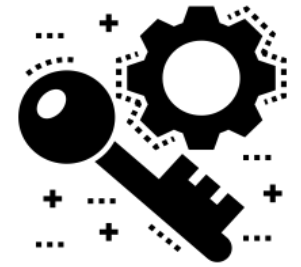
# Today's Agenda



Mindset

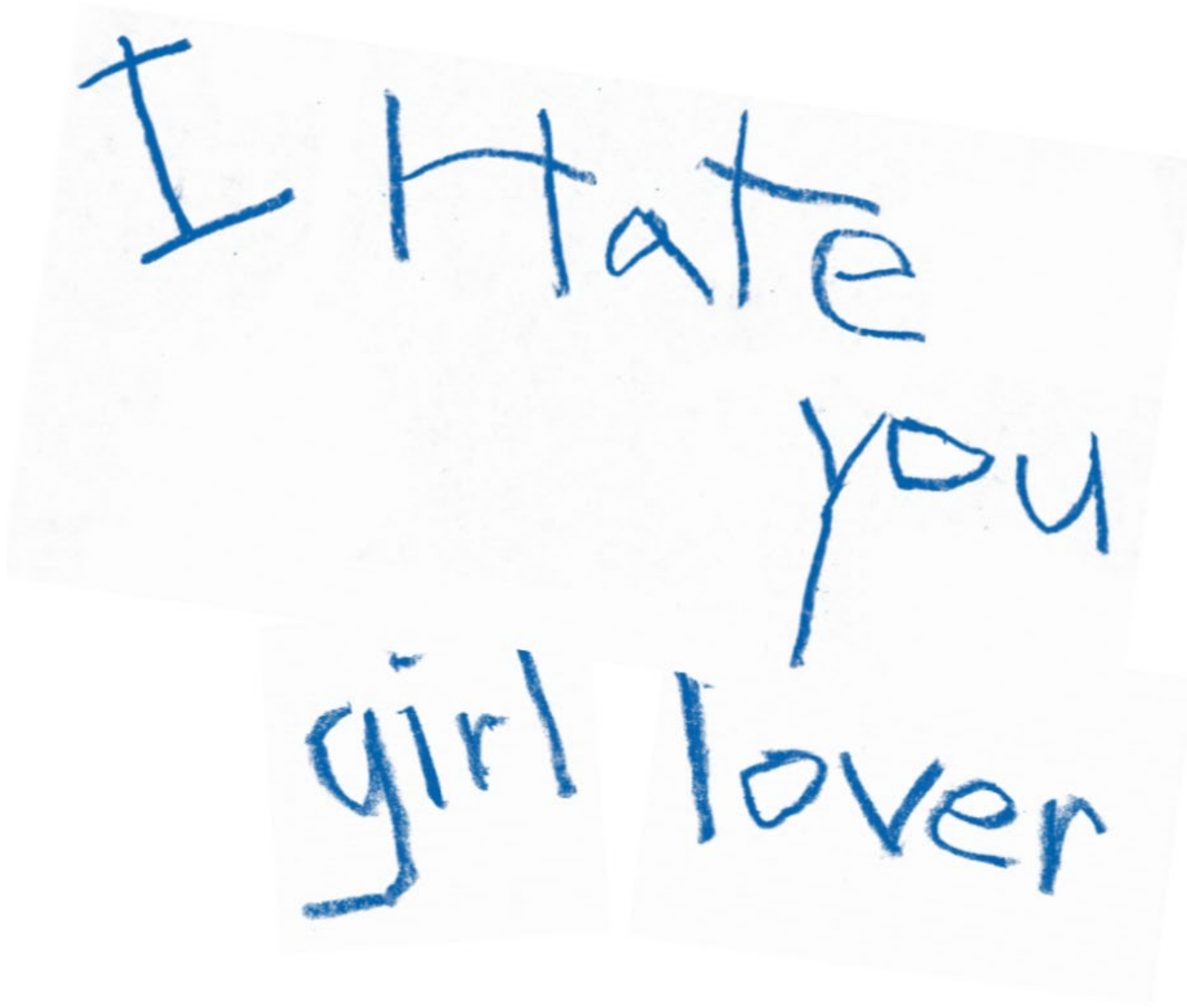


Tools



Skills

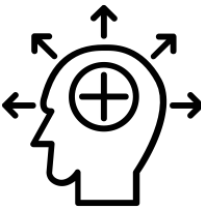
- ▷ Welcome, acknowledgements, and logistics
- ▷ AmazeWorks Mission, Anti-Bias Education Model, and Conditions for Belonging Framework
- ▷ Invitation to a Brave Space for respectful discussion
- ▷ Middle School Curriculum Intro.



**AMAZEworks** supports healthy identities, respect across differences, and connected communities **by creating the conditions for belonging and equity** in schools, communities, and organizations.



# The Mission of AMAZEworks is to Champion Equity and Belonging for ALL

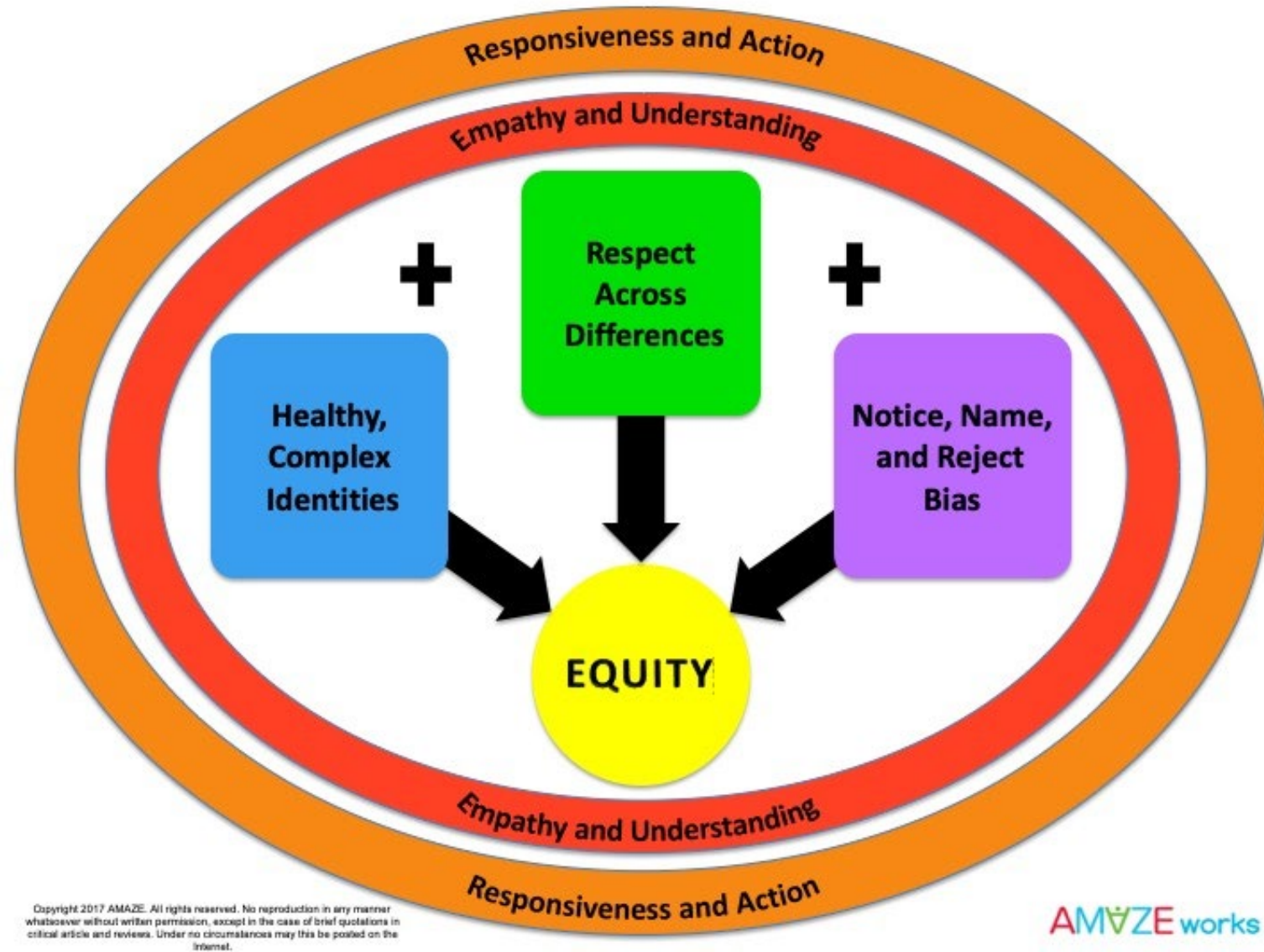


**Diversity** is a fact.  
**Equity** is a choice.  
**Inclusion** is an  
action.  
**Belonging** is an  
outcome.

- Arthur Chan

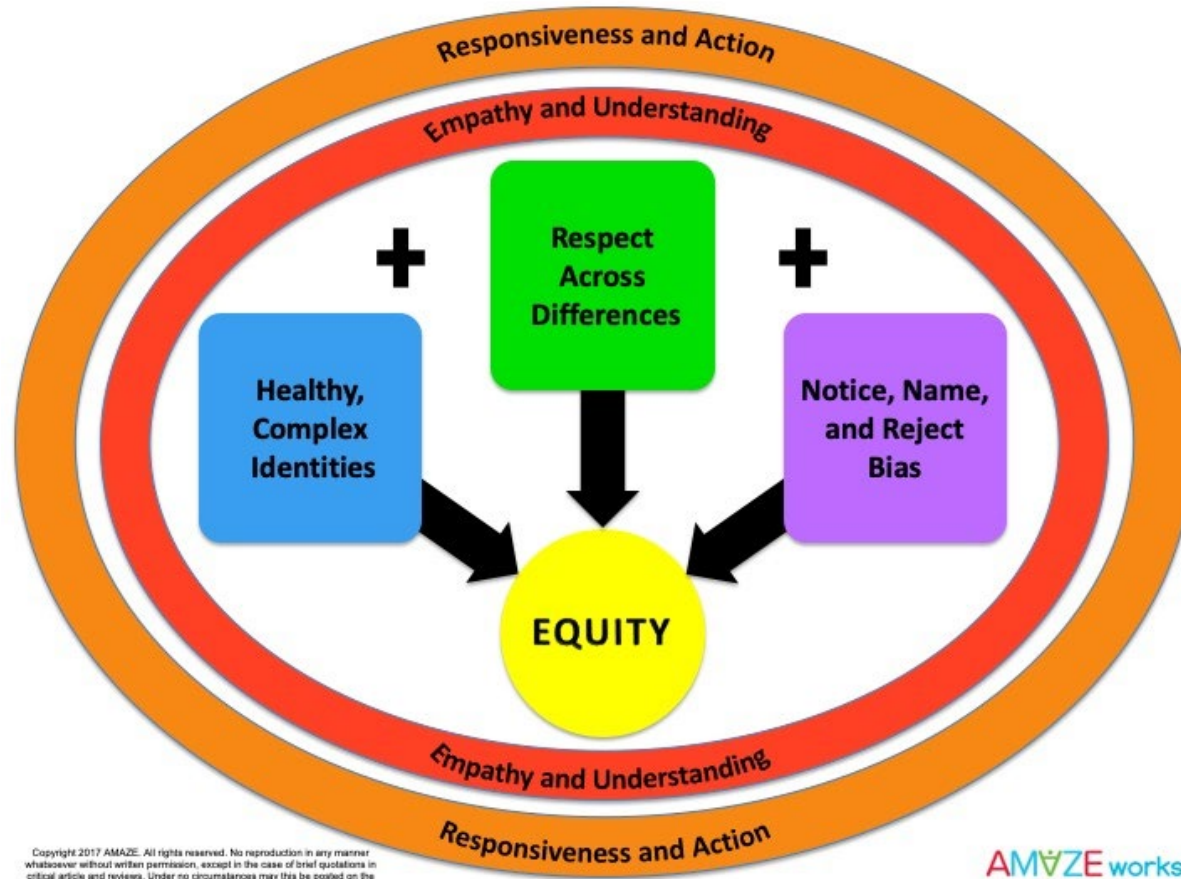


# AMVZE works Anti-Bias Education (ABE) Theory



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AMVZE works



Source: <https://blog.pitsco.com/blog/get-sailing-with-social-emotional-learning>

# AMAZE works Creating the Conditions for Belonging

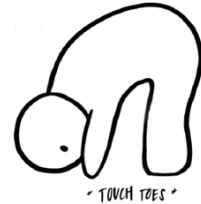
<b>Identity Safety +</b>	<b>Equity +</b>	<b>Responsiveness +</b>	<b>Relationships +</b>	<b>Respect +</b>	<b>Resiliency &amp; Justice</b>	<b>= BELONGING</b>
	Equity +	Responsiveness +	Relationships +	Respect +	Resiliency & Justice	<b>= Fear</b>
Identity Safety +		Responsiveness +	Relationships +	Respect +	Resiliency & Justice	<b>= Oppression</b>
Identity Safety +	Equity +		Relationships +	Respect +	Resiliency & Justice	<b>= Mistrust</b>
Identity Safety +	Equity +	Responsiveness +		Respect +	Resiliency & Justice	<b>= Isolation</b>
Identity Safety +	Equity +	Responsiveness +	Relationships +		Resiliency & Justice	<b>= Resistance</b>
Identity Safety +	Equity +	Responsiveness +	Relationships +	Respect +		<b>= Hopelessness</b>
<b>systemic/ interpersonal</b>	<b>systemic/ interpersonal</b>	<b>systemic/ interpersonal</b>	<b>interpersonal</b>	<b>interpersonal</b>	<b>internal</b>	<b>Anti-Bias Education</b>

# A Social Justice STRETCH

SHARED BY: NONKULULEKO SHONGWE



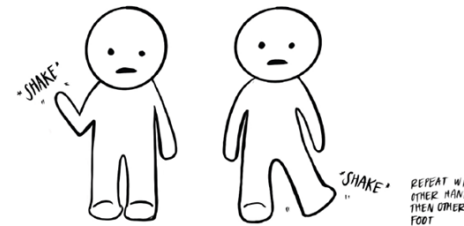
① Reach down to get power from the GRASSROOTS



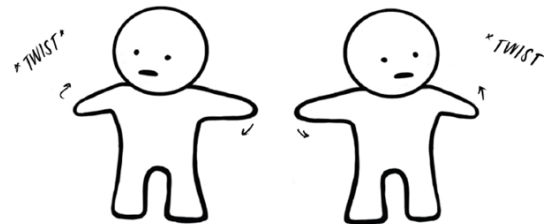
② Reach up to the SKY to the ancestors for INSPIRATION



③ Shake off dominant Western culture expectations of individualism, productivity, and perfectionism



④ Move with the WINDS OF CHANGE



⑤ Shine your SUPERPOWERS into the world



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ARTWORK & LAYOUT BY ELLI FIRESIDE-OSTERGAARD  
NEXUS COMM. MANAGER





# ***Invitation to Brave Space***

Original words by Beth Strano, adapted by Micky ScottBey Jones

Together we will create brave space  
Because there is no such thing as a “safe space”  
We exist in the real world  
We all carry scars and we have all caused wounds.  
In this space  
We seek to turn down the volume of the outside world,  
We amplify voices that fight to be heard elsewhere,  
We call each other to more truth and love  
We have the right to start somewhere and continue to grow.  
We have the responsibility to examine what we think we know.  
We will not be perfect.  
This space will not be perfect.  
It will not always be what we wish it to be  
But  
It will be our brave space together,  
and  
We will work on it side by side

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<http://www.hollyrjackson.com/sermons/feeding-sheep-and-finding-brave-space/>

**What is the  
difference  
between a brave  
space and a safe  
space?**

# Respectful Conversations

## Resources

- [How to Practice Understanding - How You See Me](#) video (4:57)
- [Respectful Conversations \(Lesson Slideshow\)](#)



## Identities & Themes

- Identity affirmation
- Standing up for self/others
- Bias, prejudice, and stereotypes
- Privilege
- General Diversity

## Summary of Resource

This lesson will help students understand how they must work together with you and each other as a community of learners in order to:

- have their needs met in the classroom.
- create a safe space for them to bring their whole selves to class and to the AMAZEworks

# Tips for showing videos

- [AdBlock](#) extension for Chrome
- [Video AdBlocker for YouTube](#) extension for Chrome
- [Distraction Free YouTube](#) extension for Chrome
- Use Closed Captioning for videos
- Always read subtitles out loud





This video shows a diverse group of people discussing the importance and challenges of having open, honest, **respectful conversations** about differences, bias, prejudice, stereotypes, and identity.

## Quotes from the video

How do the conversations in video reflect the difference between a safe space and a brave space?

"Just because you are well-intentioned and didn't mean to offend me doesn't mean that the things you say aren't offensive."

"If somebody calls you out and says, 'Hey, that offended me,' rather than writing them off and saying, 'Oh, I didn't mean it like that,' maybe take a second and understand where they're coming from."

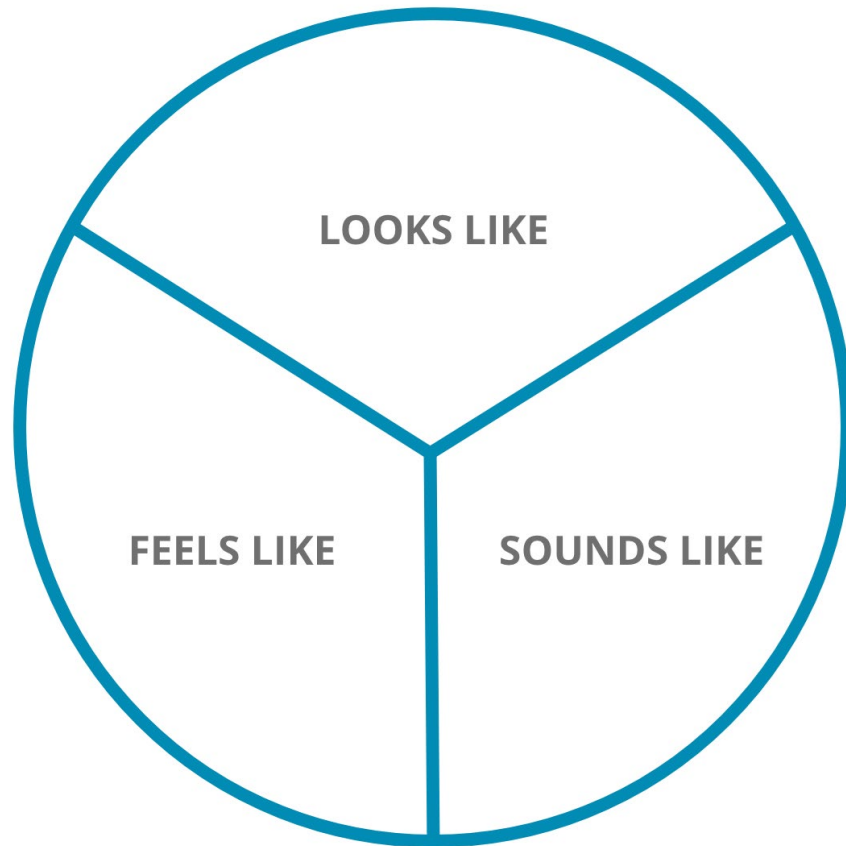
"I feel vulnerable. And that's the part that's scary."

"Being okay with not knowing or not understanding. Being okay with being uncomfortable."

"I have judgments about \_\_\_\_\_. Okay, but are you willing to be changed? Sometimes I am, and sometimes I'm not."

"We need to strive as human beings to grow together because if you don't grow together, you'll grow apart."

"I wasn't trying to invalidate your experience. I hope you can forgive me for that."



From the lesson:

- What does respect look, sound, and feel like to you **at home**?
- What does respect look, sound, and feel like to you **at school**?

# Considerations for Student Journals

1. **Journaling norms:** Take time in the beginning to establish routines and agreements about how journaling will work for these lessons and communicate with students about the purposes of journaling.
2. **Creative expression:** Allow for different methods of expression in journal entries.
3. **Confidentiality:** Tell students that what they write in their journals can be private if they choose, and have a discussion about the goals of the journal.
4. **Open communication:** Allow this journal to be free from the pressures of assessment, so it can become a positive writing experience for students.
5. **Expectations:** Allow students to choose which entries, if any, they are comfortable with you reading.

## Discussion Questions

- **What similarities and differences do you notice about respect at home compared to respect at school?**
- **How and why might respectful ways of interacting vary depending on the situation and environment?** (Classroom vs. school lunchroom vs. at home vs. at church/mosque/temple/religious institution)
- How might respectful ways of interacting vary depending on our backgrounds, families, or cultures? Why is it important to recognize this?

# Discussion Questions

- **What are ways we can challenge each other or disagree in a respectful way?**
- **What are ways that we can respectfully respond to challenges, disagreements, and hurtful impacts?**
- What is the difference between a challenge and an attack, especially since both can elicit defensive reactions?



# Brave Space Discussion Guidelines

1. Confidentiality!
2. Activate your curiosity and embrace discomfort.
3. Impact over intentions
4. Step back/step forward
5. Respect this space as a learning environment
6. Honor each other's freedom to identify
7. Follow all of the guidelines

Adapted from *Just Getting Started? How to Make Your GSA Inclusive, Effective, and Fun*. OutFront Minnesota.



## Middle School Scope and Sequence

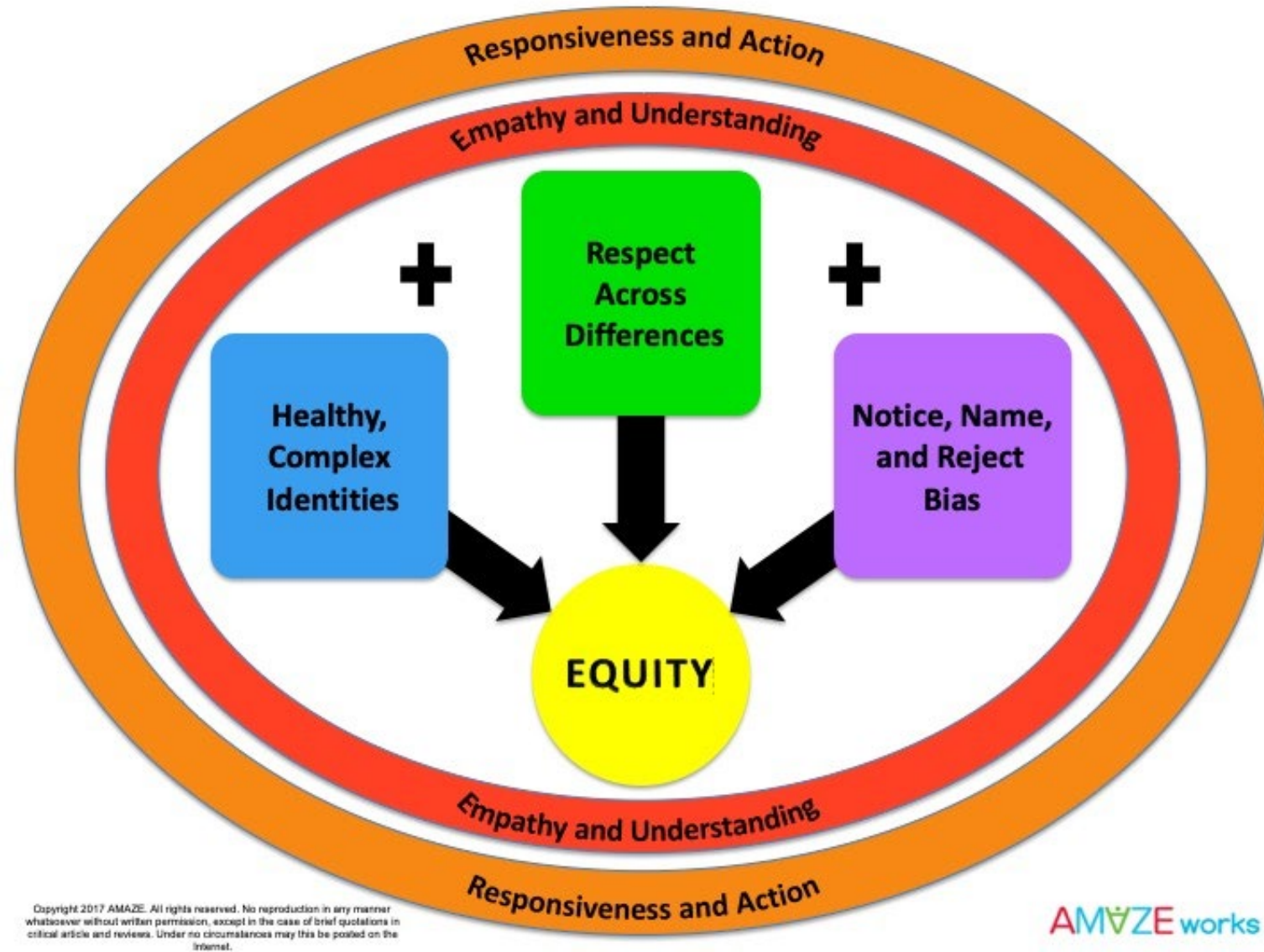
		6th grade	7th grade	8th grade
Year 1	1.	6th Grade ABE Foundations	7th/8th Grades ABE Foundations	7th/8th Grades ABE Foundations
	2.	6th Grade Conceptual Building Blocks	7th Grade Conceptual Building Blocks	8th Grade First Year Conceptual Building Blocks*
	3.	Choice of topic module: <ul style="list-style-type: none"> <li>6th Grade Race/Ethnicity Identity and Bias</li> <li>6th Grade Gender Roles and Expectations</li> <li>6th Grade Gender Identity and Expression</li> <li>6th Grade Sexual Orientation</li> </ul>	Choice of topic module: <ul style="list-style-type: none"> <li>7th Grade Race/Ethnicity Identity and Bias</li> <li>7th Grade Gender Roles and Expectations</li> <li>7th Grade Gender Identity and Expression</li> <li>7th Grade Sexual Orientation</li> </ul>	Choice of topic module: <ul style="list-style-type: none"> <li>8th Grade Race/Ethnicity Identity and Bias</li> <li>8th Grade Gender Roles and Expectations</li> <li>8th Grade Gender Identity and Expression</li> <li>8th Grade Sexual Orientation</li> </ul>

**\* Contains the same lessons as 7th Grade Conceptual Building Blocks for the first year to build common vocabulary and address key topics**

# Additional Materials

- ▷ Curriculum Guide
- ▷ Identity & Lived Experience Primers
- ▷ Glossary of Terms
- ▷ Bibliography for each module
- ▷ Caregiver Letter

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# Reflection & Evaluation

<https://forms.gle/TFEh7UG9NiTBugDM9>



1. What from today worked for me? Why?
2. I want to learn more about...? Why?
3. What from today did not work for me...Or I still need time to process? Why?
4. What is something from today that I can immediately use? (I plan to try it right away.)

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