

# Week 1: Day 1

**CONCEPTS:** *Identity, Race and Ethnicity*

**STANDARDS:**

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<p><u>Identity:</u></p> <ol style="list-style-type: none"><li>1. Students will develop positive social identities based on their membership in multiple groups in society.</li><li>2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</li><li>3. Students will recognize that people’s multiple identities interact and create unique and complex individuals.</li><li>4. Students will express pride, confidence and healthy self-esteem without denying the value and the dignity of other people.</li><li>5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</li></ol> <p><u>Diversity:</u></p> <p>Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.</p> <ol style="list-style-type: none"><li>7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</li><li>8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</li><li>9. Students will respond to diversity by building empathy, respect, understanding and connection.</li><li>10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</li></ol>	<p>Guiding values and principles of Ethnic Studies: Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth</p> <p>Key outcomes:</p> <ul style="list-style-type: none"><li>● Working toward greater inclusivity</li><li>● Furthering self-understanding</li><li>● Developing a better understanding of others</li><li>● Recognizing intersectionality</li><li>● Supporting a community focus</li><li>● Developing interpersonal communication</li></ul>

Read aloud: [Mixed Me, All Are Welcome, Intersectionalities](#)

TIME	ACTIVITY
	Welcome Slide: Make a Name Plate
	<a href="#">Social Justice Board</a>
	Community Circle: * Introductions *Why are you here?
	Journal Reflection: -Who Are YOU? -What do you want us to know about you? -What words describe you?  <a href="#">Reflection Journal</a>
	Share <a href="#">BIO BAGS</a> Lay items on desk, choose one item to share: (Why did you choose that to put in your bag and how is it a part of your identity) If you have something in common with the person sharing say "ME TOO!"
	Journal Reflection: Notebook: Make a list of things you have in common with others in the academy? Make a list of some differences.
	<a href="#">Identity/Race/Ethnicity</a>
	Video: <a href="#">Identity</a> Read Aloud: <a href="#">Intersection Allies</a>
	Journal Reflection: Do you notice any 2 of your intersections that compliment or collide with each other? Why do you think that is?
	<a href="#">Complete Identity MAP</a> : paper/pencil: <b>need copies</b> <b>SHARE: Break out and partner share</b>
	If Time: Read aloud <a href="#">ALL ARE WELCOME</a>
	Community Circle: Share one thing that makes up your Identity.

## Week 1: Day 2

**CONCEPTS:** [Equality, Equity, Liberation and Oppression](#)

**STANDARDS:**

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
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<p><u>Justice:</u></p> <ol style="list-style-type: none"> <li>1. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</li> <li>2. Students will analyze the harmful impact of bias and injustice on the world, historically and Today.</li> </ol> <p><u>Action:</u></p> <ol style="list-style-type: none"> <li>3. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</li> <li>4. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</li> <li>5. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</li> </ol>	<p>Guiding values and principles of Ethnic Studies:</p> <ul style="list-style-type: none"> <li>● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression</li> <li>● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels</li> </ul> <p>Key outcomes:</p> <ul style="list-style-type: none"> <li>● Pursuit of justice and equity</li> <li>● Working toward greater inclusivity</li> <li>● Recognizing intersectionality</li> <li>● Promoting self-empowerment for civic engagement</li> </ul>
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Read Aloud: [Si Se Puede](#) and [Larry Itliong](#)

TIME	ACTIVITY
	Welcome Slide: Add to Concept Wall
	Community Circle: Open
	RECAP: Explain something you learned yesterday to a partner
	Journal Reflection: What do you think Fair means? Is making things fair important? Why or why not and give some examples to support your opinion.
	Equality vs. Equity Chart paper (small groups to large group discussion)  What is the difference between: FAIRNESS and EQUALITY? Fair                      Equal
	Read Aloud: <a href="#">Fair is Fair</a>
	Graphic showing equality vs. equity and Video

	<p>Blank paper-What is your idea?  <b>SHARE</b> : Gallery WALK and share noticings</p>
	<p>Journal Reflection:  Explain what the difference between equality and equity is by giving examples</p>
	<p>Oppression: <a href="#">4 I's of Oppression Video</a> and Discussion  Let's Identify the 4 I's of Oppression in this graphic...  What are examples of oppression that you see in real life?  What movements have helped liberate groups of people who have historically been oppressed?</p>
	<p>Discuss farmer protest in India. How does this movement connect to equality/equity?  <a href="#">Gallery Walk</a></p>
	<p><a href="#">Watch a Video</a> and discuss with group and list 5 facts about the protest  Discussion Question: How Does this movement connect with Equity and Equality</p>
	<p>Community Circle:  Share name and 1 word to describe how you're feeling right now.  (Can include explanation, or not)</p>

## Week 1: Day 3

**CONCEPTS:** *Power and Privilege and Womxn Rights (Pink Tax, My Body, My Choice)*

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<p>3.. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p> <p><u>Action</u></p> <p>1.Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <p>2. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p> <p>3. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p> <p>4 Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.</p>	<p>Key outcomes:</p> <ul style="list-style-type: none"> <li>● Pursuit of justice and equity</li> <li>● Working toward greater inclusivity</li> <li>● Recognizing intersectionality</li> <li>● Promoting self-empowerment for civic engagement</li> </ul>
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Read aloud: [Not My Idea and Race Cars](#)

TIME	ACTIVITY
	Welcome Slide: Add to Concept Wall
	Community Circle: -Who's in charge in your family?
	RECAP: Explain something you learned yesterday to a partner
	<p>Journal Reflection: WHY is the person you shared the one in charge?</p> <p style="text-align: center;"><b>What is POWER?</b></p> <p style="text-align: center;">wer is the ability to...</p> <p style="text-align: center;">wer looks like...</p>
	Discussion: POWER and White Supremacy Graphic (Slide Show)
	Read Aloud: <a href="#">Race Cars</a> (optional)
	<p><a href="#">Trashcan basketball activity</a></p> <p>Shoot 5 times, prize for the person with most baskets</p> <p>Tell us what you noticed.</p>

	<a href="#">Check your Privilege Video</a>
	Journal Reflection: Explain your understanding of Power or Privilege and how it affects your life?
	WOMEN' S RIGHTS
	Community Circle: Open Circle and optional to speak

## Week 1: Day 4

**CONCEPTS:** Bias, Prejudice, Stereotypes, Model Minority Myth/Stop Anti-Asian Hate

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Read Aloud: [Eyes That Kiss The Corners](#)

TIME	ACTIVITY
	Community Circle: Open Circle and optional to speak
	RECAP: Explain something you learned yesterday to a partner
	VIDEO: <a href="#">Prejudices</a>
	<a href="#">Hire/Fire Game</a> Played together, students find their own slides in google classroom <a href="#">Student copy Hire/Fire Game</a> or make copies of Slide 4
	VIDEO: <a href="#">Unconscious Bias</a>
	<a href="#">Challenging Stereotypes</a> Students can find list in google classroom
	VIDEO: <a href="#">Stereotypes</a>
	Journal Reflection: Have you ever experienced or seen someone experience discrimination? Give details about that experience. Include how you were feeling.
	Model Minority: <a href="#">VIDEO</a> and Graphic
	Bring up <a href="#">Anti-Asian hate</a> /violence.  Video: <a href="#">Are All Stereotypes True?</a>
	TWO FACES ACTIVITY <a href="#">TEMPLATE</a>
	READ ALOUD: Eyes that Kiss the Corner
	Community Circle: Share an experience you've seen/had with AAH or how to stop violence towards the AAPI community.