

Week 3: Day 9

CONCEPTS: *Gender Equality, HB1557 (Don't Say Gay Bill), Transgender Rights (sports/medical) All Gender Bathrooms*

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<p><u>Identity</u></p> <ol style="list-style-type: none"> 1. Students will express pride, confidence and healthy self-esteem without denying the value and the dignity of other people. 2. 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. <p><u>Diversity</u></p> <ol style="list-style-type: none"> 1. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. 2. 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. 3. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. 4. Students will respond to diversity by building empathy, respect, understanding and connection. 5. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. <p><u>Justice</u></p> <ol style="list-style-type: none"> 1. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups. 2. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). 3. Students will analyze the harmful impact of bias and injustice on the world, historically and today. <p><u>Action</u></p> <ol style="list-style-type: none"> 1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias. 2. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 3. Students will speak up with courage and 	<p>Guiding values and principles of Ethnic Studies:</p> <ul style="list-style-type: none"> ● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression ● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels ● Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing <p>Key outcomes:</p> <ul style="list-style-type: none"> ● Pursuit of justice and equity ● Working toward greater inclusivity ● Recognizing intersectionality ● Promoting self-empowerment for civic engagement ● Supporting a community focus

<p>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>5. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</p>	
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Read aloud: [Julian is a Mermaid and I am Jazz](#)

TIME	ACTIVITY
	Community Circle: Open Circle and optional to speak
	RECAP
	Journal Reflection: Are some things only for “girls” and some things only for “boys?” Why or why not? Do you think it is harmful to teach kids that something is only for girls and only for boys? Why or why not?
	Boys and Girls SlideShow
	LGBTQIA SlideShow INCLUDES (Don't say Gay Bill and Transgender Rights)
	Journal Reflection: <ol style="list-style-type: none"> How do you stay true to your beliefs while also respecting others? What are your beliefs about LGBTQIA+ rights?
	Continue Research/Create final project
	Read Aloud: It feels Good To Be Yourself
	Community Circle: Open Circle, optional to talk

Week 3: Day 10

CONCEPTS: [Immigration, Title 42, Detention Centers and DREAM ACT](#)

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
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Identity

1. Students will express pride, confidence and healthy self-esteem without denying the value and the dignity of other people.
2. 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.

Diversity

1. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
2. 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.
3. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
4. Students will respond to diversity by building empathy, respect, understanding and connection.
5. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Justice

1. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
2. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
3. Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Action

1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
2. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
3. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
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.
5. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Guiding values and principles of Ethnic Studies:

- Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels
- Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing

Key outcomes:

- Pursuit of justice and equity
- Working toward greater inclusivity
- Recognizing intersectionality
- Promoting self-empowerment for civic engagement
- Supporting a community focus

Read Aloud: [Dreamers](#)

TIME	ACTIVITY
	Community Circle: Open Circle and optional to speak
	Journal Reflection: Why do people immigrate to the United States? Do you know anyone who has traveled here from another country? What were their reasons? How did they get here?
	Read aloud the Book: The Journey
	PADLET : Choose 2 of the memes to write about. What does it make you feel and think? Why?
	Immigration Myths lesson from Teaching Tolerance
	(KAHOOT) Debunking Myths
	Video Video 2
	Journal Reflection: Is there a difference between being anti-immigration and being anti-illegal immigration? Does immigration need to be controlled? How do we do that?
	Continue Research/Create final project
	Community Circle: Open Circle, optional to talk

Week 3: Day 11

CONCEPTS: [Youth Advocates](#)

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<p><u>Action</u></p> <ol style="list-style-type: none"> 1. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 2. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 3. Students will make principled decisions about when and how to take a stand against bias and 	<p>Guiding values and principles of Ethnic Studies:</p> <ul style="list-style-type: none"> ● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression ● Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society

<p>injustice in their everyday lives and will do so despite negative peer or group pressure.</p> <p>4. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</p>	<ul style="list-style-type: none"> ● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels ● Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing <p>Key outcomes:</p> <ul style="list-style-type: none"> ● Pursuit of justice and equity ● Working toward greater inclusivity ● Recognizing intersectionality ● Promoting self-empowerment for civic engagement ● Supporting a community focus
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Read aloud: [Young Water Protectors and Say Something](#)

TIME	ACTIVITY
	Community Circle: Open Circle and optional to speak
	Journal Reflection: Do you believe that kids can stand up for something and make a change in the world? If yes, what can they do? If not, why do you believe that?
	JIGSAW RESEARCH: Students get in groups of 2 or 3. Choose a youth advocate, research and be prepared to share with class. 1. Describe social justice issues your advocate stands up for. 2. Describe Advocate's background, why is this issue important to them 3. What can we do to support these issues?
	JIGSAW RESEARCH Youth Advocates: Youth Advocate Research Sheet
	Jigsaw share
	Create final project/Practice presentation
	Read Aloud Book Say Something
	Community Circle: Open Circle and optional to speak

Week 3: Day 4

CONCEPTS: CELEBRATION DAY

STANDARDS:

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<p><u>Action</u></p> <ol style="list-style-type: none"> 1. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. 2. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. 3. 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. 4. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective. 	<p>Guiding values and principles of Ethnic Studies:</p> <ul style="list-style-type: none"> ● Cultivate empathy, community actualization, cultural perpetuity, self-worth, self determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC) ● 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 ● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression ● Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society ● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels ● Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing <p>Key outcomes:</p> <ul style="list-style-type: none"> ● Pursuit of justice and equity ● Working toward greater inclusivity ● Furthering self-understanding ● Developing a better understanding of others

	<ul style="list-style-type: none"> ● Recognizing intersectionality ● Promoting self-empowerment for civic engagement ● Supporting a community focus ● Developing interpersonal communication
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TIME	ACTIVITY
	Community Circle: Open Circle and optional to speak
	WELCOME and THANKS
	Presentation Day