

Anti-racism Advisory Lessons - Scope and Sequence

	Unit 1: Who am I? A study in self	Unit 2: Who are we? A study in community	Unit 3: How are we doing? A study in bias	Unit 4: How do we grow? A study in change
Unit Objectives	<ul style="list-style-type: none"> Students will understand that identity is personal, complex, and evolves over time. Students will be able to effectively discuss identity using common vocabulary. Students will be able to identify their own biases. Students will understand how their biases lead to making assumptions, and how their assumptions lead to prejudices and stereotypes. 	<ul style="list-style-type: none"> Students will understand what community is and how they fit into theirs. Students will be able to use common terminology to discuss culture. 	<ul style="list-style-type: none"> Students will understand what bias is on an individual and systemic level. Students will be able to identify their own biases and how these lead to assumptions, which lead to prejudice. Students will be able to identify how the prejudices and stereotypes of the dominant culture leads to racism. Students will be able to identify their own privileges. (8th grade) Students will be able to identify the dominant culture/narrative. (8th grade) 	<ul style="list-style-type: none"> Students will understand that anti-racism is an action. Students will understand their personal responsibility for anti-racism. Students will know what the anti-racism policy means as a student in ACPS. Students will be able to evaluate and discuss anti-racism, as it relates to them as a person and in their communities. Students will be able to recognize their own power and make a commitment to the work of anti-racism.
Lesson Topics	Lesson 1: Who am I? Lesson 2: What is identity?	Lesson 1: What is community? Lesson 2: What is culture?	Lesson 1: What is bias? Lesson 2: What are my individual biases/assumptions? Lesson 3: What is the dominant culture/narrative? (8th grade) Lesson 4: What is privilege? (8th grade) Lesson 5: What is systemic racism? (start with Slide 28)	Lesson 1: What is equity? Lesson 2: What is anti-racism? Lesson 3: Who do we want to be as a community and how do we get there? Lesson 4: What am I going to do now ?

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<p>Overview</p>	<p>Unit 1: At the beginning of this unit, there will be an emphasis on building a school community. Norms will be discussed and established in an effort to both encourage student reflection and participation in discussions. Portions of Tiffany Jewell's book <i>This Book Is Antiracist</i> will be introduced to students. Students will be asked to define who they are. Individual identities will be supported and celebrated.</p>	<p>Unit 2: After looking inward, students will start to look outward as they reflect on their community and how their identity influences what their community looks like. Using the metaphor of a garden, students will look to see how their identity adds to the diversity of their community. Students will explore how their culture plays a role in their identity (both seen and unseen) and how they navigate through their communities.</p>	<p>Unit 3: In this unit students will learn that though we all have biases, these biases can lead to false assumptions about people. Students will learn about biases, assumptions, and privilege. Recent real-life examples of racism will be shown to students.</p>	<p>Unit 4: In this unit students will review the definition of bias and racism while learning what it means to be an anti-racist. Students will explore the county's anti-racist policy. Class communities will create a shared vision statement.</p>
<p>Suggested Conversation Starters</p>	<ul style="list-style-type: none"> ● Do you feel like you know who you are? ● Are you comfortable talking about your identity? 	<ul style="list-style-type: none"> ● Do you feel like you are part of a community at Henley? ● Are you comfortable expressing and sharing your culture? 	<ul style="list-style-type: none"> ● How do you define bias? ● Did you identify any biases that you have? ● Have you noticed assumptions others make about you? ● What is dominant culture? ● What is privilege? ● In what ways do you have privilege? In what areas do you lack privilege? ● How has the treatment of Asian Americans changed? ● Is there something we can do as a family to support people of color? 	<ul style="list-style-type: none"> ● What is the difference between equity and equality? ● What are times that equity versus equality is needed? ● What does it mean to be an anti-racist? ● Why is it important for us to be anti-racist? ● How can we as a family fight against racism?
<p>Resources</p>	<p><i>This Book Is Antiracist</i> by Tiffany Jewell <i>This Book is Antiracist</i> Journal Over 50 Activities to Help You Wake Up, Take Action, and Do The Work (Empower the Future)</p>	<p><i>This Book Is Antiracist</i> by Tiffany Jewell <i>This Book is Antiracist</i> Journal Over 50 Activities to Help You Wake Up, Take Action, and Do The Work (Empower the Future)</p>	<p>ACPS Anti-racism Policy A Literary Guide to Combat Anti-Asian Racism in America NPR article:The Mind of the Village:</p>	<p>How to raise kids to be anti-racist and talk to them about being racist-interview with Ibram Kendi</p>

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	Learning for Justice's "Let's Talk!" See below for general resources	See below for general resources	Understanding our Implicit Biases TedTalk -Understanding my Privilege Racism scale - Where Do You Fall?	
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Antiracism Resource Guide For Adults working with young people*

[This Book is Antiracist by Tiffany Jewell](#) (used as a reference)

[Nice White Parents podcast](#)

[How to be an Antiracist by Ibram Kendi](#)

[America Psychological Association resources for families](#)

[PBS-How to talk to kids about Antiracism](#)

[Stamped](#) by Jason Reynolds and Ibram X. Kendi a book for kids (students will read this book in high school as part of their US History classes)

[Stamped From the Beginning](#) by Ibram X. Kendi

[The New Jim Crow](#) by Michelle Alexander

[Common Sense Media](#)

[Pro/Con](#)

Jacqueline Woodson's [list](#) of best books about racism to read to children and teenagers

*This is not a bibliography

NOTE: These resources were requested by our parents/guardians. They were not necessarily used to create any part of the Advisory lessons, nor will they be read and used in the Advisory class this year. This is, by no means, an exhaustive list and families are encouraged to find resources to continue their own learning.