

**Good morning,
Henley, today is April
28, 2021**

Let's get ready for the pledge...



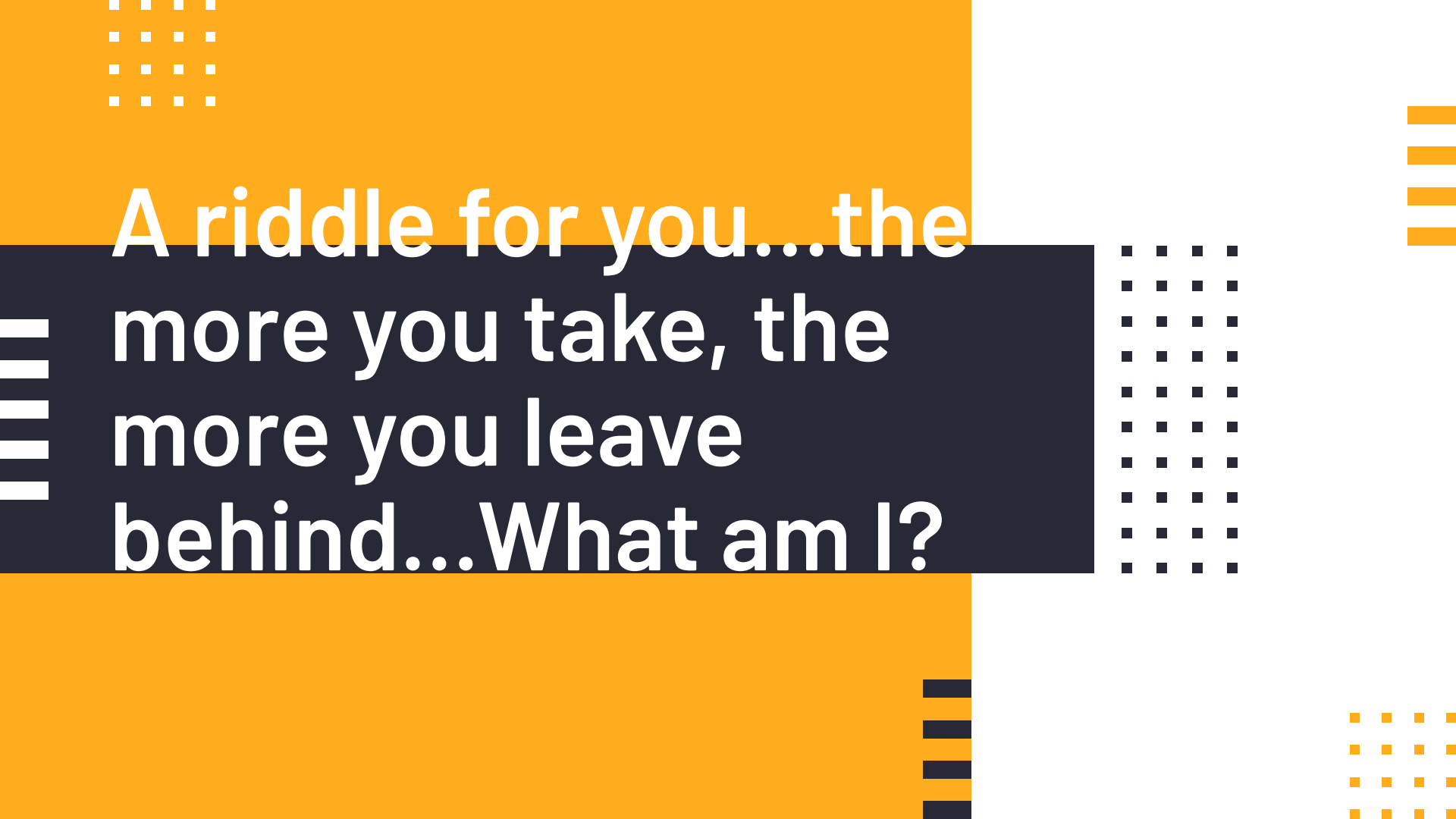
Click [HERE](#) for a Video of a Student Reciting the Pledge

I pledge allegiance to the flag, of the United States of America


And to the Republic for which it stands, one nation, under God, indivisible with liberty and justice for all.

You may be seated for our moment of silence.





A riddle for you...the
more you take, the
more you leave
behind...What am I?



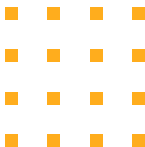
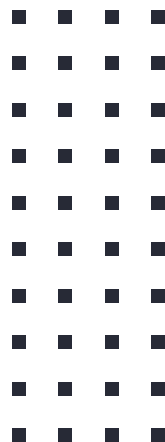
Footsteps!!
Let's get started for
today.



We are Henley!



**Advisories to Build a
Strong, Inclusive
Anti-Racist School
Community**





“

Purpose statement and introduction

<https://k12albemarle.zoom.us/rec/share/bBLCu2PvMArdqu7-MlFrnljxAvGSs3f7Y3VTblgrYFYdNBQCffESaK77aUzH7ivl.j9ilrJvWxsfeglzD>

Passcode: (type in r4Qpn?#8)

Suggested Norms

1. **Use** a respectful tone while talking and **listen** with an open mind. Know that students will share perspectives that are different from yours.
2. **Be** an active participant. Even if it gets uncomfortable, remember, if it were easy, everyone would be doing it.
3. **Respect** the privacy and identity of others.
 - ■ ■ ■ What is shared in our space, should stay in our space.



Looking ahead to help you prepare...

For tomorrow's share, we're going to ask you about your name (first, middle, or last name)*.

- Who gave you your name?
- Where did it come from or what does it mean?
- Do you like or dislike your name and why?
- Does your name say anything about your identity or who you are?

*you do not have to share, if you choose not to

Looking ahead

For the share in an upcoming lesson, we'll ask you to find an object that represents you. You can draw it in your journal, bring it to class, or share virtually.

It might be a soccer ball, a token given to you by a member of your family, a picture, a hat with a fishing logo on it...just something that is you.

- ■ ■ This gives you a couple of days to find something to share.



Concept 1: Identity

Days 1 and 2

Learning Targets

1. I can describe my identity to others
2. I understand that my identity is similar and different from others.
3. I can say which parts of my identity are formed by me and what parts of my identity are formed for me.

Guiding Questions...

1. What factors shape your identity?
2. What parts of your identity do you choose for yourself?
3. What parts of your identity are determined for you by other people or by society?
4. How are you alike and different from others?

Materials

Journal

Index Card (1 per student)

"Name" by Sandra Cisneros

Starburst Template

Mask Preparation Worksheet

Materials for masks (paper plates, paper, colored pencils, etc.)

Materials, cont'd

Who am I? Who are we? Handout

Sentence Stems to help with discussion

- The purpose of sentence stems are to give you language for having conversations and dialogue with others. They also can be helpful when you are trying to share ideas or opinions, and build on or disagree with the ideas of others.



“

Students, write one little-known fact about themselves on this card. It should be something that people could not know just by looking at you. Their names should not appear on the cards. Then collect the cards. Teachers, save the chat at the end if you want to continue to use the clues

Read a card and ask the class to guess who the fact describes. You might read several cards at the beginning of each class period throughout this unit.

Students, let's try and find some things that we have in common with each other that we might not already know.



**Read a couple of
student facts.**





What is identity?





End lesson one



Today is Thursday, April 29, 2021

Let's get ready for the pledge...



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SHARE: Your name...tell us a little bit about it



Who gave you your name?

Where did it come from or what does it mean?

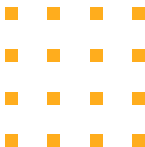
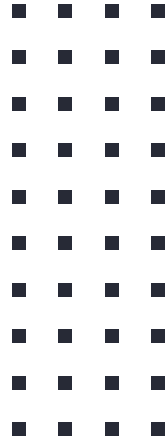

Do you like or dislike your name and why?

Does your name say anything about your identity or who you are?

*you do not have to share, if you choose not to



We're going to read an excerpt from Sandra Cisneros titled, "My Name". If you have a copy in your materials, please take it out now and grab a highlighter or pencil to highlight or underline parts of the text.



"My Name"

As you read this aloud, think about the clues the writer gives to answer the question, "Who am I?"
Who would like to help read a section for the class?

[https://www.deepcenter.org/deepcenter/wp-content/uploads/2017/08/my-name_sandra-cisneros1-1.p](https://www.deepcenter.org/deepcenter/wp-content/uploads/2017/08/my-name_sandra-cisneros1-1.pdf)

df

Comprehend and Connect

- Who is in Esperanza's family?
- Where is her family from?
- What languages does she speak?
- What does she hope for her future?
- What does she think about her name? What does this reveal about her personality?

Looking ahead

For Monday's lesson, we'll ask you to find an object that represents you. You can draw it in your journal, bring it to class, or share virtually.

I'd like everyone to have something to share!



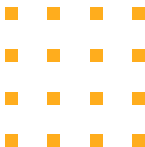


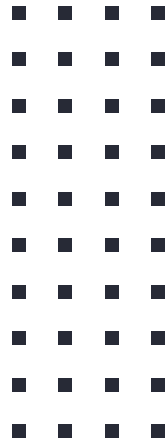


 Have a great day,
Henley!



End of lesson 2, day 2



Unit 1: Days 3 and 4



**Good morning,
Henley! Today is
Monday, May 3, 2021**

Let's get ready for the pledge

Click [HERE](#) for a Video of a Student Reciting the Pledge

I pledge allegiance to the flag, of the United States of America

And to the Republic for which is stands, one nation, under God, indivisible with liberty and justice for all.

You may be seated for our moment of silence.



SHARE:

We asked you to find something that represented you to either bring to school or share virtually.

Share the object that you have and why it represents you.

Who am I?

Did you ever stop and ask yourself this question?
What are the things that make you who you are?
Let's take a minute to talk about the ways we
think about ourselves.

Who I am. Jessica Andrews

<https://www.youtube.com/watch?v=Jd9zYKLepCw>

Who am I example: Dr. Costa

Principal

Loves everything baseball

Mom

Mid-forty life

Wife

White woman

Athlete

Loves spending family time

Runner

Friendly

Daughter

Competitive

Traveler

Likes positivity

What are some of the categories I used to define my identity?

Race

Job or Career

Family

Marital Status

Hobbies

Things I like to do in my free time

Characteristics

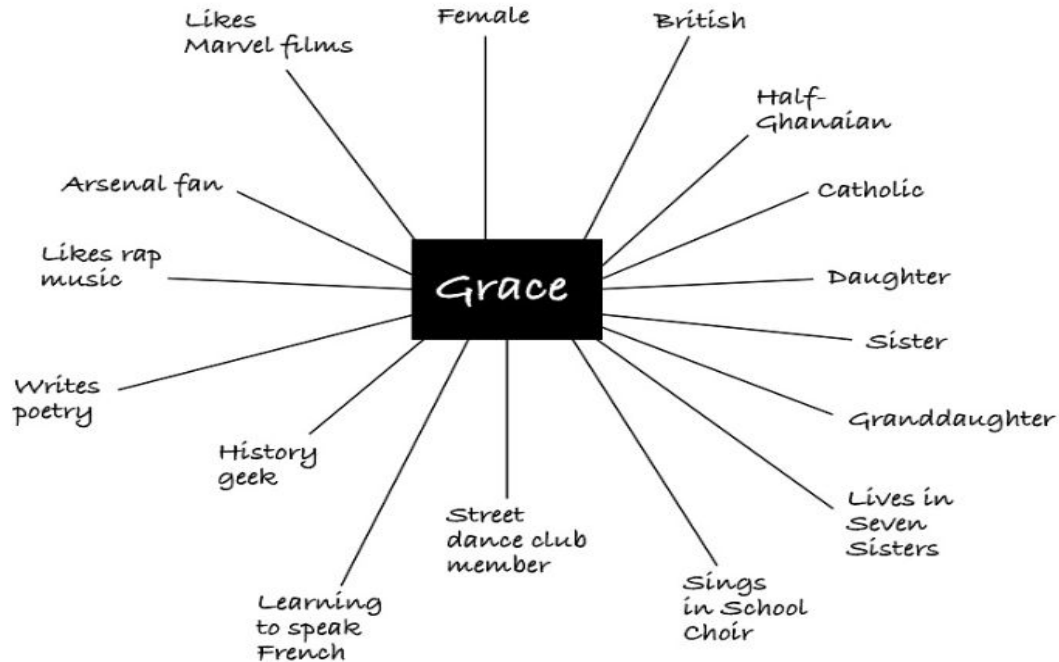
Your turn

Personal response: Take one minute to think and then write:

Graphic organizer (starburst) or it can be drawn in their journal or on a piece of paper

What are some words that make up your identity or who you are? Look at the example on the next slide

Your sunburst might look something like this



Who would like to share some or all of your list?

As you listen to your classmates describe themselves, what are some of the ways they define their identity?

Journal Reflection

Write: Look over your identity chart. What aspects of your identity are most important to you? Select one characteristic from your identity chart and write about why it is an important part of defining who you are.



Lessons or days 5, 6, 7



Good morning, Henley. It's

Let's get ready for the Pledge



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COVID Huddle Up Greeting

Remember last week we learned a little about each other. When I read a statement, everyone to whom that applies “air high fives” or raises their hand on the Zoom reactions button.

Air High Five if you...

- Like to be outside
- Like to read
- Have a sibling
- Have more than 3 siblings
- Are the oldest in your family
- Are the youngest in your family
- Were born in another state
- Were born in Virginia
- Have ever said something you wish you could take back
- Witnessed someone else being unkind
- Have ever been unkind
- Like being alone
- Like being in a crowd

Let's review from last week

We introduced the concept of identity?

What is identity?

We talked about how we use categories to define our identity?

What were some of the categories?

We created and shared our "identity charts".

Did anyone not get a chance who wanted to share?

This week we are going to work on BIO POEMS

What's a bio poem? I am glad you asked!

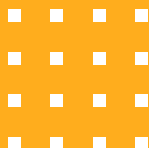
A bio-poem is an 10-line poem that describes a person. In the standard bio-poem structure an individual is described largely through his or her experiences, hopes, and accomplishments rather than by basic characteristics such as gender, height, age, and race. We're broadening our lens on what makes our identity.

Getting started with what to include in a BIO POEM

Look over the things you put on your identity chart. Do any of them mention hopes, personal experiences, or accomplishments? For example, my identity chart has me being a mother and a principal which are two accomplishments in my life. Teachers, can you share some of yours?



Students, can you identify an example of an accomplishment or experience that shaped how you answer the question, “Who am I?”



All about you: BIO POEM



Select what you want included in the bio-poem. A poem typically includes the following information

- Adjectives that you would use to describe yourself
- Relationships in your life (e.g., friend, brother, daughter)
- Things you love
- Important memories
- Fears
- Accomplishments
- Hopes or wishes
- Home (location)

In your journal...



List the words or phrases that you want to include that fit into those categories above. Here is an example of a BIO POEM...next slide


Jackson
Friendly, silly, athletic, tall
Son of John and Brenda
Who loves chocolate cake, drama, and Saturday afternoons
Who feels happy, tired, and lucky
And who is scared of tests, hurricanes, and failure
Who learned how to throw a three pointer and won a game
Who hopes to make it to Broadway
Lives in Greenwood, Va
Tillman



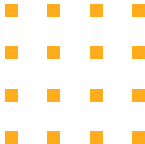
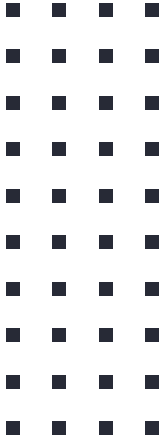


Activity: Write your own BIO POEM in your journal. It does not have to be perfect and it does not have to be shared. We will have an opportunity to share, if you choose, once some of you have finished.


If you finish early, go back to your identity charts and add experiences and accomplishments that you may not have included the first time you completed this. Experiences help us define who we are and who we are not.





**Have a great day, Henley, I
hope you are enjoying
these conversations,
activities, and what you are
learning about yourself.**



 Good morning,
Henley. Today is



Week 2, Day 4
**Week 3, Day 1, if
needed**

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Huddle Up Greeting with new categories: Air or Zoom High Five if you

- Like to go swimming at the beach
- Like to hike in the mountains
- Have a pet
- Would like to have a pet
- Have ever seen a sunrise
- Have ever watched a sunset
- Like to watch scary movies
- Like to play video games
- Likes to hang out with friends
- Have ever broken a bone
- Have had a surgery
- What else might we ask?

SHARE

Think, Pair, Share: Tell about a time when you felt you were called or “labeled” something that you don’t think defines or describes you?

Is your identity defined by others? If so, how?

We have been asking the question, “Who am I?” Even as we struggle to define our unique identity, we are being defined by others. Sometimes groups attach labels to us that differ from those we would choose for ourselves. For example, you may have been labeled as someone who is always nice to everyone, but on the other hand, if you’re more shy, you may have been labeled as distant or snobby.

Comprehend and Connect

Listen the following short story, "The Bear that Wasn't," and pay attention to how the bear changes over the course of the story and why he does. How is he being labeled?

<https://www.youtube.com/watch?v=mt106ojXPyE>

Reflection Questions

1. Why do you think Frank Tashlin titled this story *The Bear That Wasn't*?
2. Why didn't the factory officials recognise the Bear for what he was?
3. What were the consequences for the Bear of the way others defined his identity?
4. Whose opinions and beliefs have the greatest effect on how you think about your own identity?
5. How does our need to be part of a group affect our actions? Why is it so difficult for a person to go against the group?

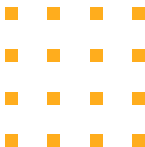

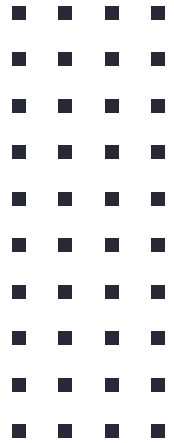


Reflect

Look back at your own identity chart. What parts of your identity are chosen for you, meaning outside of your control? For example, race is one part of human beings that is given to us or just part of who we are. We don't have any control over it. Are there other parts of our identity that are like that?

Last lesson on
identity as

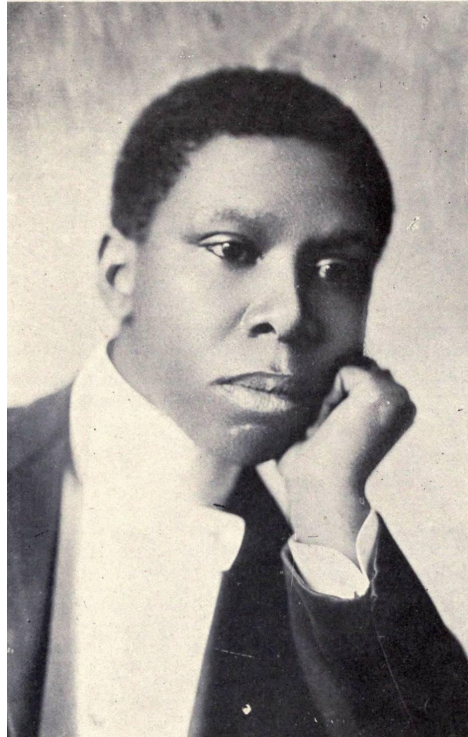
advisories get to it
(adapted from
Facing History).

Two-three Advisory
periods



**Good morning,
Henley! Today is**

What masks do we wear?



“What if today, in this room, you could be a little more real?” Ashanti Branch

Watch this video from Ashanti Branch, CEP of Ever Forward. He challenges us to be more real with ourselves and each other. What do you think of his message?

https://www.ted.com/talks/ashanti_branch_the_masks_we_all_wear

We're going to have an opportunity to reflect on and create our own masks.

Journal reflection

In your journal, write a free response to Ashanti Branch's message about people having to "wear masks" to play a part or to fit into the community. Do you have any experiences with that? Do you ever feel as if you need to "wear a mask" (not a literal mask because of COVID) to protect yourself?



Materials

1. Materials for mask making, such as paper plates, large pieces of paper, glue, scissors, markers, magazines
2. **Handout:** Mask-Making Preparation Worksheet
3. **Reading:** We Wear the Mask by Paul Laurence Dunbar (optional)

Reflect in your journal

Think about a time when you have pretended to be something that you are not or when you have hidden your true feelings or part of your true identity. Why did you choose to hide a part of your identity?

We've all experienced times when we had to hide who we were for a certain reason. Would anyone like to share what they wrote?

Learning Targets

1. I can say what aspects of my identity I want to present to others and what aspects I want to conceal.
2. I can represent my identity visually through making a mask.

Activity: Making Our Mask

The purpose of the mask is to answer the question, “Who am I?”

Share: Why do people wear masks. Think both literally and figuratively, which is not real, but like a metaphor that can be used to explain what something can be compared to. So the person is not really wearing a mask, but is hiding or concealing a part of their identity like a mask could do).



Some possible answers:

Sometimes people wear masks

- to hide their feelings or
- to pretend to be something they are not;
- at other times people wear masks to emphasize a particular facet of their personalities. For example, a clown mask emphasizes humor and playfulness.
- Masks can also function as protection (e.g., a doctor's mask, COVID mask) or
- as entertainment like in a costume or spirit day fashion

Materials:

Choose from the materials that your teacher makes available to design and create your mask. The Mask Preparation Worksheet can help you decide what goes on the front and what goes on the back (what you show vs what you may hide). You may also use materials from home to add more personalization to your mask. Consider how your mask may have changed over the course of this year.


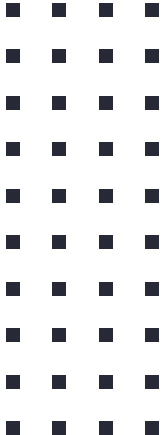


- ■ ■ Is anything different than it was a year ago or even from the
- ■ ■ start of the school year?



End of Unit 1



Slides 1–69 ready to
go



Unit 2: Community Days 1 and 2

Click [HERE](#) for a Video of a Student Reciting the Pledge

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And to the Republic for which it stands, one nation, under God, indivisible with liberty and justice for all.

You may be seated for our moment of silence.



Learning Targets

1. I can see similarities and differences in members of my school community.
2. I can say things that are strong in my community and things that can be improved.
3. I know I can be a part of many different communities.

Guiding Questions

1. What are some things that communities have in common?
2. What does it mean to be a member of a community?
3. What are some responsibilities that I have as a member of a community?

Key Terms

Group: a number of people or things that are located close together or are considered or classed together

Community: 1. a group of people living in the same place or having a particular characteristic in common; 2. a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals

Thinking of Henley Middle School as a Community

Watch this video:

<https://www.youtube.com/watch?v=ncfAz313Alc>

Who am I? Who are we?

Gallery Walk or Exhibit of the Masks and BIO Poems from Unit 1 (only if someone chooses to share).

HANDOUT for reflection

KAMI Version

SHARE

What words and phrases describe our Advisory?

In small groups, create an Identity Chart (either in your journal, on this graphic organizer, or on another piece of paper.

Journal reflection

Using the definitions on slide 61, Do you think this class is a group? Why or why not? Do you think this class is a community? Why or why not? What is the difference between a group and a community?

How is Henley a community?

Think-Pair-Share: How is your school a community? What are things that we do to be a community? For example, Spirit Week

Creating a community where all are welcome and included

Even though we are one Henley community, sometimes members can create groups that don't include all students into it. These groups might be called cliques. It's a natural thing to have happen in a community, but it can lead to some members not feeling welcome or included. With that lens, watch the following Dr. Seuss video based on the book *Sneetches*.

Sneetches, by Dr. Seuss

As you watch the video, consider these questions:

1. What are three ideas this story reveals about communities, membership, and belonging?
2. The media always depicts teenagers as forming cliques. Compare the way the Sneetches treat each other to the way teenagers treat each other. What is the same? What is different?

Takeaways

What other reactions do you have to the story?

We're going to look at some statements about our Henley community next.

Using the STAMP in the annotate feature, show how you agree or disagree with the following statements.

Henley is a good school to attend.

1

2.5

5

I don't agree

This quote makes sense and I somewhat agree

I totally agree!

Using the STAMP in the annotate feature, show how you agree or disagree with the following statements.

Henley is an example of a community.

1

2.5

5

I don't agree

This quote makes sense and I somewhat agree

I totally agree!

Using the STAMP in the annotate feature, show how you agree or disagree with the following statements.

All students feel included in the school community.

1 _____ 2.5 _____ 5

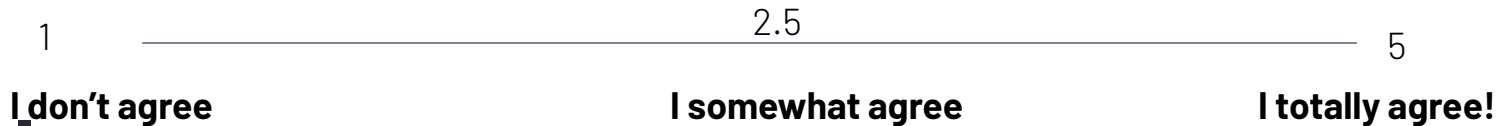
I don't agree

This quote makes sense and I somewhat agree

I totally agree!

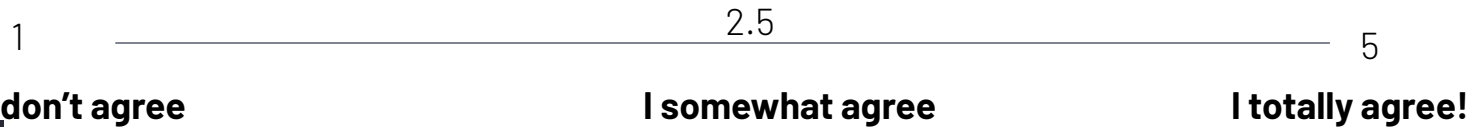
Using the STAMP in the annotate feature, rate if you agree or disagree.

Students in this school take care of each other.



Using the STAMP in the annotate feature, rate if you agree or disagree.

Because we are more than what people can see of us, I think we (students) are more alike than we are different.



If we were to create a better Henley community...

SHARE how we might do small or big things to become a more inclusive, meaning accepting, welcoming, and understanding others, community

If we were to create a better Henley community...

Journal reflection: What could I do to make Henley a better school community? What responsibilities do I have as a member of an inclusive school community?



Unit 3: Culture



Day 1
Good morning, Henley,
today is... Let's get ready for the pledge.



Click [HERE](#) for a Video of a Student Reciting the Pledge

I pledge allegiance to the flag, of the United States of America

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Learning Targets

1. I can define culture.
2. I recognize that some differences among people stem from culture and that some stem from personal traits and preferences.

Guiding Question

1. What role does culture play in shaping our lives and our communities?



Greetings in other cultures

Before COVID made us rethink the
handshake



How do people in other countries greet each other?

- Handshake
- Wave
- Nodding head
- Rubbing noses
- Air kiss
- Bowing
- Sticking their tongue out
- Put your hand on your heart
- Sniffing faces
- Bump noses
- Clap
- Back of the hand to back of the hand
- A simple hello and a smile
- Taking the hand of your elder and putting it against your forehead ("Mano")



SHARE: What are some of the ways you greet members of your family or your friends?

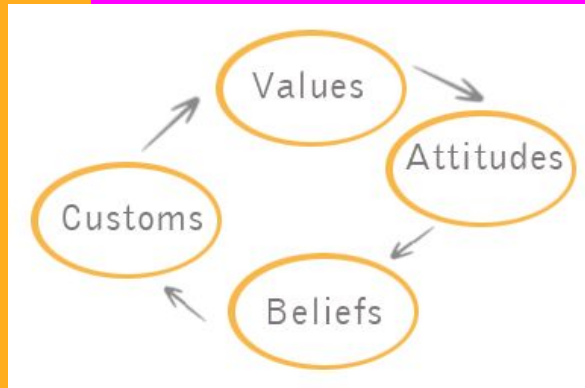
What is culture?

Can anyone give us some words, phrases, or perhaps a definition?

Culture



Shared characteristics that include customs, arts, food, and beliefs.



What are some common foods found in your own cultures?



CULTURE IS...

HOW IS YOUR
CULTURE GIVEN
TO YOU?



- ★ **THE SHARED BEHAVIORS OF A GROUP.**
- ★ **DETERMINES HOW WE VIEW THE WORLD AROUND US.**
- ★ **CULTURE IS PASSED DOWN FROM ONE GENERATION TO THE NEXT.**

What is culture?

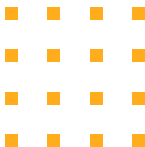
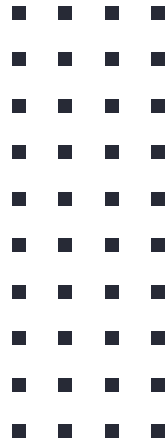


<https://www.youtube.com/watch?v=57KW6R08Rcs>

Are there any words or phrases used to describe or define culture that you like in this short video of diverse perspectives?





End of Day 1



Unit 3 Day 2

Good morning, Henley, today is May... ••• Let's get ready for the pledge

Click [HERE](#) for a Video of a Student Reciting the Pledge

I pledge allegiance to the flag, of the United States of America

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What do you think?

1. No one is exactly like me.
2. I have many things in common with the members of my family and community.
3. Every person in the world needs some of the things I need.

What are some things from my culture?

Go to the Henley Hornets student course in Schoology (all students have one). Click on Courageous Conversations folder and go to Unit 3: Culture. The Culture Handout is in the folder. Make sure you open with Kami so that you can annotate.

Use the culture handout (Kami version) to jot down some facts about your culture. Even if you don't relate to one of the prompts, try and think about it more broadly to other people in your culture who might. For example, a food we eat in the Irish culture is boiled bacon and cabbage. I don't like that particular food, but it is popular in my family's culture.

SHARE:

Would anyone like to share some of what you wrote for your culture? As you listen, see if there are any connections that you can make, especially if it's a different culture, but a similar idea being shared

"I agree"
"I have the same
idea"



Why is it important to know about characteristics of other cultures?

What are some of the similarities and differences that you learned about your traditions, norms, practices and someone else's?

Culture in the classroom: read the statements on the next slide and decide

Four Corner Activity for In person Students:

1. I strongly agree
2. I agree
3. I disagree
4. I strongly disagree

Virtual Four Corner Activity: Use your reactions buttons

Heart: I strongly agree

Thumbs up: I agree

Face emoji: I disagree

NO: I strongly disagree.

All About Me

- School is a fun place to be
- I like to learn in a group
- I like to learn by myself
- I like to get feedback from my classmates.
- I like to get feedback from my teacher.
- I don't like getting feedback from my classmates.
- I need to look at pictures to better understand concepts.
- I like watching videos to learn.
- I like when my teacher checks in with me when I am working independently.
- I like when my teacher tells stories to help me understand.



Many times our culture
impacts how we learn.

It's important to realize
that students may need
different things to
learn.



Unit 4: Bias

Good morning, Henley! In the chat, please respond to either me or to everyone as I read the following statements and let us know which you like best.





Bias

