

Dear teachers,

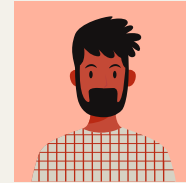
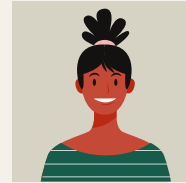
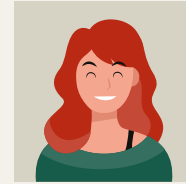
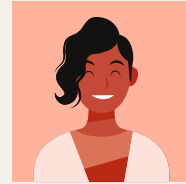
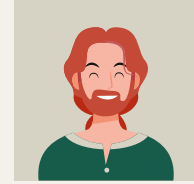
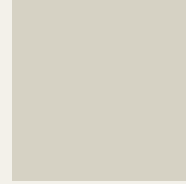
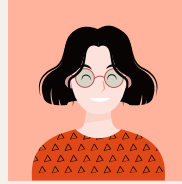
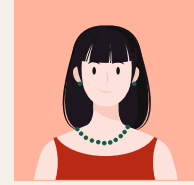
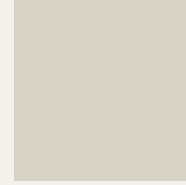
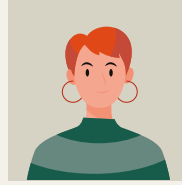
Thank you for your willingness to do antiracist work with your students this year. We believe that this work can impact and change both individual and systemic racism that is prevalent today. In our effort to make these lessons deliverable and easy to follow, we have included a thought bubble symbol to indicate teacher directions are included in the speaker notes. We strongly encourage you to preview all slides and notes prior to presenting to the students. We're excited to partner with you on our county's anti-racism journey.

Best,  
MS Diversity Resource Team

# Who Am I?

IGNITE: Consider if we had a new student joining our advisory community and you were asked to introduce yourself, how would you describe yourself? What characteristics would you choose?

GREETING: Introduce yourself in up to three descriptors or phrases without saying your name.



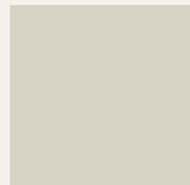
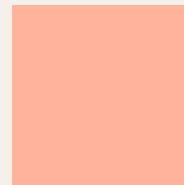
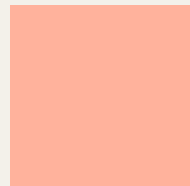
# HELLO... I'M



Jewell & Durand - Frances Lincoln Children's Books - 2020

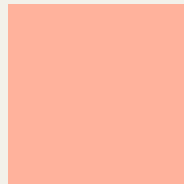
[Teacher can insert here the descriptors used in their modeling.]

Now it's your turn, please unmute and share with us how you would introduce yourself.

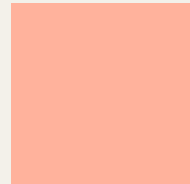


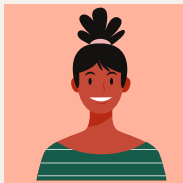
# Activity for Today: Same

For today's activity, you will be asked to turn on your camera when you hear a description that aligns with how you see yourself.

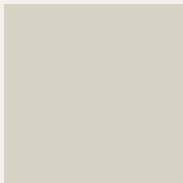
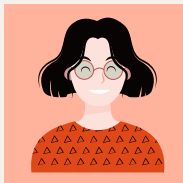


# End of Day 1

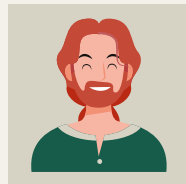
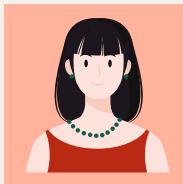
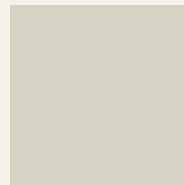
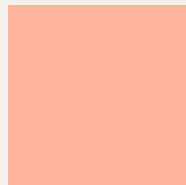
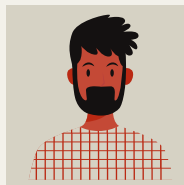




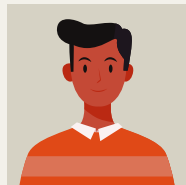
# Welcome!



Ignite: In our advisory community we need to feel able to share openly about ourselves and our opinions. What norms are needed for our community to succeed in this?



# Suggested Norms:



## Use a respectful tone when speaking.

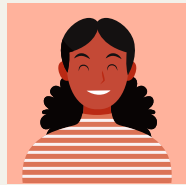
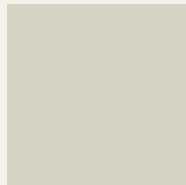
If you disagree with a thought, state why you disagree with the issue(not the person). Everyone has a right to identify themselves in whatever way feels right to them. Others should respect that by using the words that person has chosen.

## Stay present and be open to new ideas.

Be an active participant today. Some ideas and views may be different from yours. Being uncomfortable is a natural part of growth. Listen attentively to others.

## Respect privacy and identity of others.

Everyone has a right to identify themselves in whatever way feels right to them, others should respect that BY using the words that person has chosen. What is shared in our room, should stay in our class community.



# Chunk: Who Am I?

Who are you? You are *you*. You are the only you there is. There's so much that makes you who you are. Your identity is what makes you, **YOU**: it's all the parts that make you unique.

You are made up of your family, your friends, your neighborhood, your school, what you see on social media and read in books, what you hear and listen to, what you eat, what you wear, what you feel, your dreams, the stories you cannot wait to share and those you don't want to tell and everything in between and all around.



Jewell & Durand - Frances Lincoln Children's Books - 2020



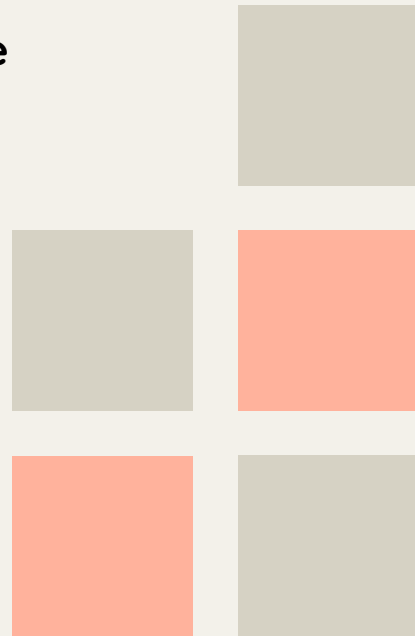


# YOU ARE EVERYTHING WITHIN YOU AND EVERYTHING THAT SURROUNDS YOU.

You are all the ancestors who came before you: those you've never known, never heard of, never seen -- and those you've passed on the street, sat next to, and snuggled near.

I'm sure you've asked, "WHO AM I?" and others have asked, "WHO ARE YOU?"

How do you answer? How much of yourself do you share with others -- if anything? This is who I was at 14...



I'M  
TIFFANY.

I'M 14 YEARS OLD.

I LIVE IN A SMALL HOUSE IN NEW YORK  
STATE. I LIVE WITH MY MOM AND MY TWIN  
SISTER. I'M A BLACK BIRACIAL CISGENDER  
FEMALE WHO HAS BROWN EYES AND A  
LOT OF FRECKLES. I HAVE CURLY HAIR AND  
HAVE GROWN TO LOVE IT, SLOWLY, OVER  
TIME. I LOVE TO READ AND BAKE. I LOVE  
TO DANCE WITH MY FRIENDS AND I WRITE  
TERRIBLE POETRY THAT ONLY I WILL EVER  
READ. ALL OF THAT IS WHO I AM...

*AND I'M SO MUCH MORE.*



You are not solely defined by your social identities. They are the parts of you that relate to other people in society. These categories—and the way you define yourself within them—are based on creations that have been named, framed, and defined by society over the course of a long time.

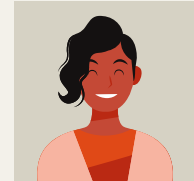
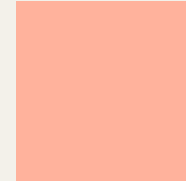
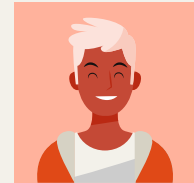
(This list does not include everything and does not show a complete picture of who you are.)

#### SOCIAL IDENTITY CATEGORIES

- RACE
- ETHNICITY
- SOCIOECONOMIC CLASS
- GENDER EXPRESSION
- SEXUAL ORIENTATION
- AGE
- NATIONALITY
- LANGUAGE
- RELIGIOUS BELIEFS
- ABILITIES
- EDUCATION
- FAMILY STRUCTURE

## Chew: “I Am” Word Cloud

Use this [LINK](#) to type words you use to identify yourself. Feel free to use what you learned from Tiffany’s reflection and the categories to the left.



What is race? What is ethnicity? What is the difference?

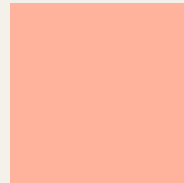


Review: “If you’re always trying to be normal you will never know how amazing you can be.”

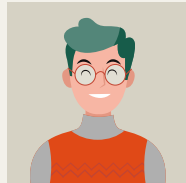
-Maya Angelou



# End of Lesson 1

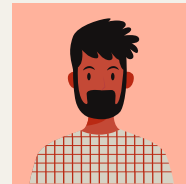
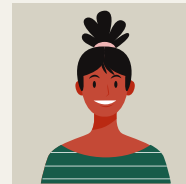
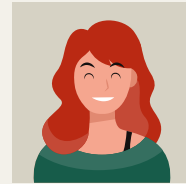
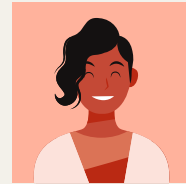
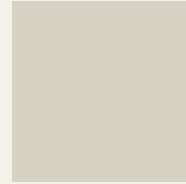
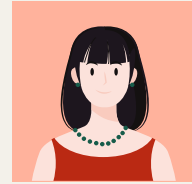
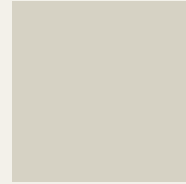


# Start of Lesson #2: “What is identity?”



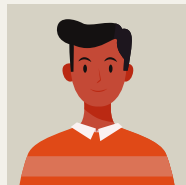
# Who are you?

Today, we will investigate  
our own identities to see  
how they connect to  
make us who we are!





# Suggested Norms:



## Use a respectful tone when speaking.

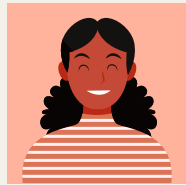
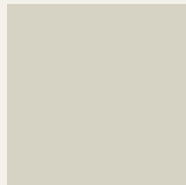
If you disagree with a thought, state why you disagree with the issue (not the person). Everyone has a right to identify themselves in whatever way feels right to them. Others should respect that by using the words that person has chosen.

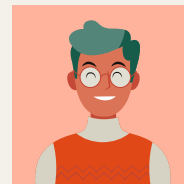
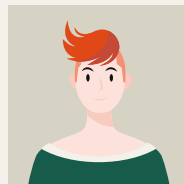
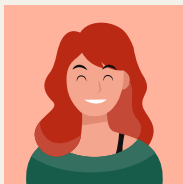
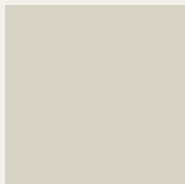
## Stay present and be open to new ideas.

Be an active participant today. Some ideas and views may be different from yours. Being uncomfortable is a natural part of growth. Listen attentively to others.

## Respect privacy of others.

Everyone has a right to identify themselves in whatever way feels right to them, others should respect that BY using the words that person has chosen. What is shared in our room, should stay in our class community.



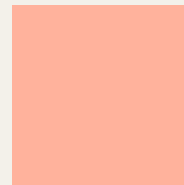
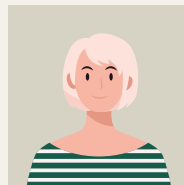
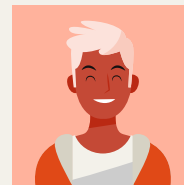


# Ignite:



We are going to share some statements with you!

Using the annotate feature, **stamp where you are!**



**I know who I am.**

**AGREE!**

**Not  
sure..**

**DISAGREE!**

**It can be difficult to  
describe who you are.**

**AGREE!**

**Not  
sure..**

**DISAGREE!**

**My identity can change  
over time as I grow up.**

**AGREE!**

**Not  
sure..**

**DISAGREE!**

## Ignite: Stamp the Screen

It is okay to say phrases  
like “I am white.”

**AGREE!**

Not  
sure..

**DISAGREE!**

## Ignite: Stamp the Screen

**I feel comfortable talking  
about my personal identity.**

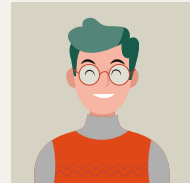
**AGREE!**

**Not  
sure..**

**DISAGREE!**

## Discuss:

Did any of these  
questions feel  
tough to answer?  
Why or why not?





END Day 1: “What is  
identity?”

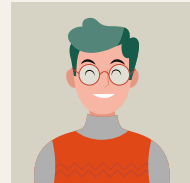
“Own your identity.  
Love who you are in  
this world”

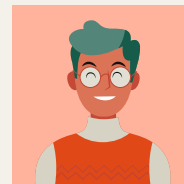
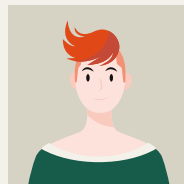
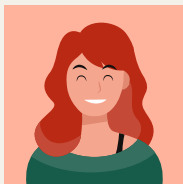
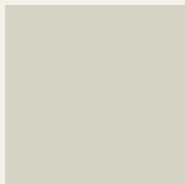
-Nyle DiMarco



## Today's Share:

What does it mean to  
own your identity?

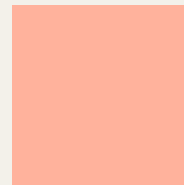
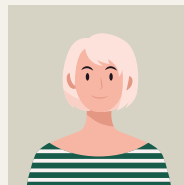
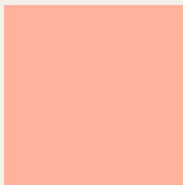
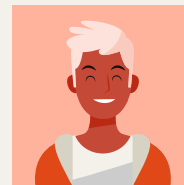




# Chunk:



Today, we are going to learn about our personal identities!



# What is identity?

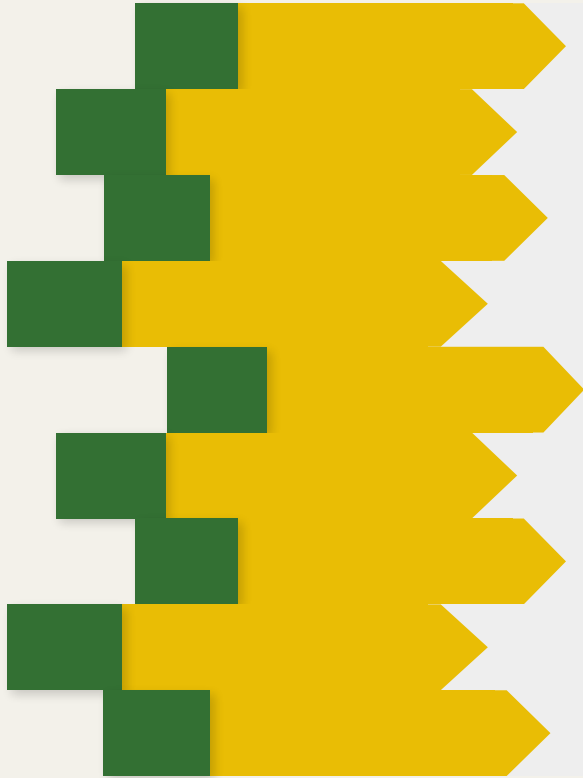


Together, we will watch the video and answer the questions!

1. Stop at 1:25, **what are some of the things that make up our identity?**
2. Stop at 3:05, **what are some things that you enjoy? What values do they match?**
3. At the end, **what parts of our identity change and evolve? Why is that?**
4. **What is identity? Why is it important to understand our identity?**
5. **What parts of our culture influences how your identity change and evolve? Why is that?**



# Definition Matching



Sexual Orientation

Race

Nationality

Ethnicity

Ability

Gender

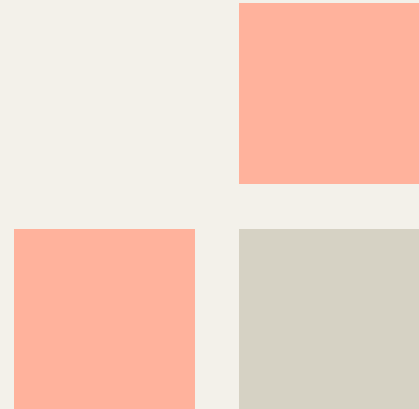
Regional Origin

END Day 2: “What is  
identity?”

# Activity: Power Flower

Students will use this document to create their own power flower!

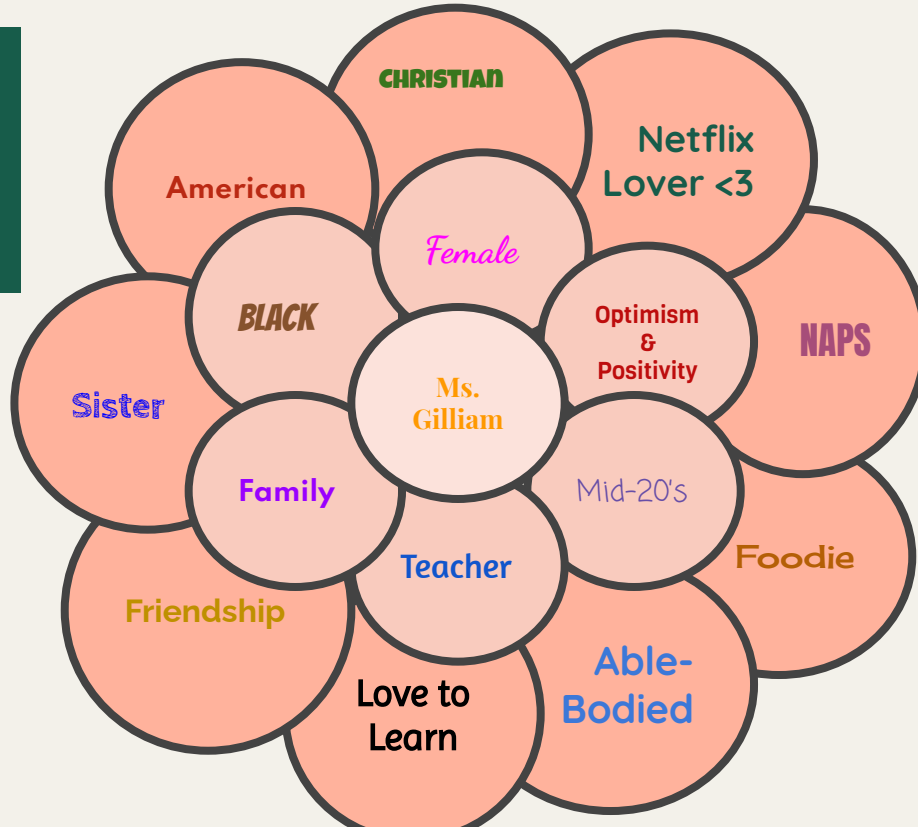
- The center circle is YOU! Put your name and make it represent you!
- **Your Power Flower is meant to represent your identity. Your Power Flower will include five of your Big 8 Identifiers, your interests, and your core values.**
  - You will be able to place the items on your flower in any order. **GOAL: Place the items that are essential to your identity closest to the inner circle.**





# Power Flower with Lists of Examples

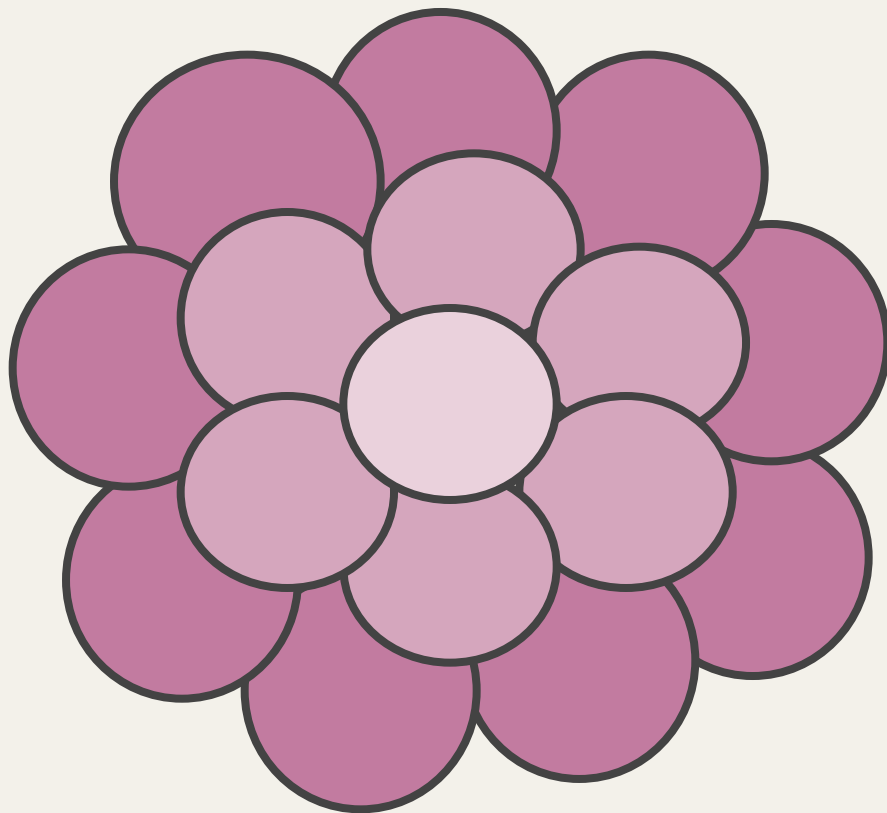
Your Power Flower is a representation of your core values, interest, and rooted pieces of your identity.



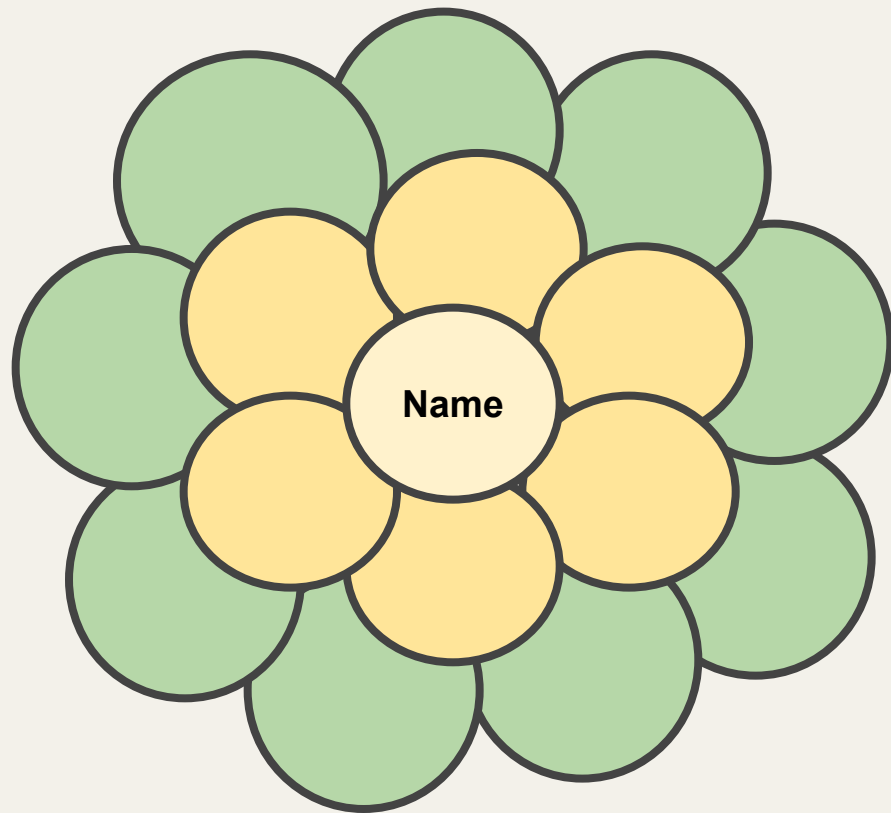
The items closest to your name are the ones that are essential to who you are!



# Power Flower

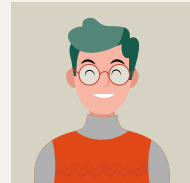
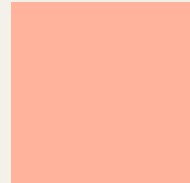


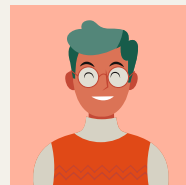
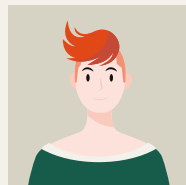
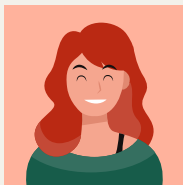
# Your Turn:



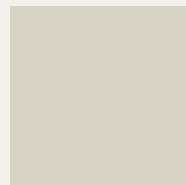
## Discuss:

What did you place  
on your **Power  
Flower** and why?

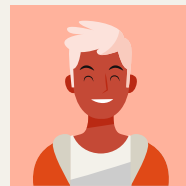




# Let's Wrap It Up:



We are going to close this lesson similar to how we started, use the annotate feature to **stamp where you are!**



**I know who I am.**

**AGREE!**

**Not  
sure..**

**DISAGREE!**

**It can be difficult to  
describe who you are.**

**AGREE!**

**Not  
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**My identity can change  
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**AGREE!**

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**AGREE!**

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sure..

**DISAGREE!**

## Ignite: Stamp the Screen

**I feel comfortable talking  
about my personal identity.**

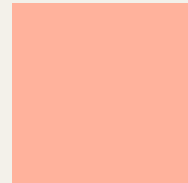
**AGREE!**

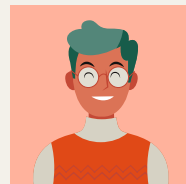
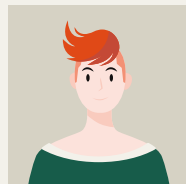
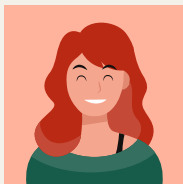
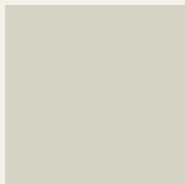
**Not  
sure..**

**DISAGREE!**

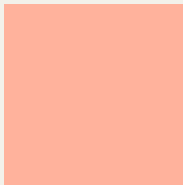
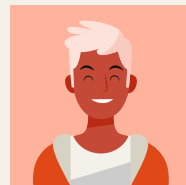
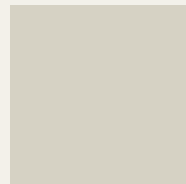
## Discuss:

Was it easier to answer these questions? What made it different than doing it in the beginning?





# End of Unit 1





# Who are we?

Connections, Culture, &  
Community

Let's start!

# Today's Share Community



You belong somewhere!

What does it mean to  
have a community?

Can you think of any  
communities where  
you belong?

Share aloud or  
in the chat!



Next

# You Pick:

Which community would best fit you?

Stamp the screen with the  
one that fits!



community #1



community #2

Teacher  
notes below



Next

# You Pick:

Which community would best fit you?

Stamp the screen with the  
one that fits!



community #1



community #2

Teacher  
notes below





Next

# You Pick:

Which community would best fit you?

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Teacher  
notes below



Next

# You Pick:

Which community would best fit you?

Stamp the screen with the  
one that fits!



community #1



community #2

Teacher  
notes below



Next

# You Pick:

Which community would best fit you?

Stamp the screen with the  
one that fits!



community #1



community #2

Teacher  
notes below



# You Pick:

Which activities does your family enjoy?

Stamp the screen with the ones that fit!



music



sports



religious traditions



nature walks/  
hiking

Teacher  
notes below





Next

# You Pick:

Which type of food best represents your culture/community?

Stamp the screen with the one that fits!



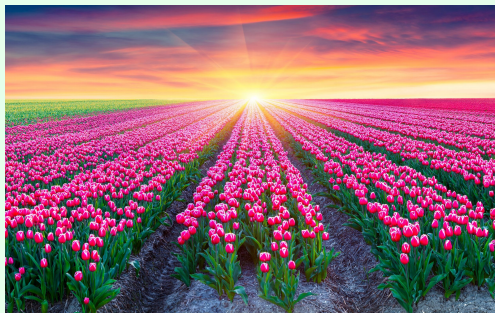


Next

# You Pick:

Which community would best fit you?

Stamp the screen with the  
one that fits!



community #1



community #2

Teacher  
notes below



Chew:

# Our Definition:

community is...

Type our class definition here!

Let's think together!

Teacher  
notes below



# Review:

How does our understanding of community relate back to our Power Flowers? How does our identity influence the communities that we live in?

Let's Chat!





End Day 1



## Definition:

# community

A community is a social unit with commonality such as norms, religion, values, customs, or identity. Communities may share a sense of place situated in a given geographical area (e.g. a country, village, town, or neighbourhood) or in virtual space through communication platforms.

-Wikipedia





Chunk:

# Discuss:

Do these definitions match how we see community?

If we were to add anything to this definition or to our own, what would we add?

Let's Chat!

# Activity:

Together, we make a community. Our diverse community is filled with different people, of different experiences, who all fit here together!

What does our  
community look like?


# Our classroom community:

Find a piece of our community garden that best fits you! Place your name, and tell us one thing that you bring to our community.




Chew:

# communities & connection

A decorative illustration on the left side of the slide featuring a red flower, dark green leaves, and light green fern-like leaves.

Communities are like gardens. They can be beautiful, colorful, and diverse - just like us. Each flower in a garden has its own identity, and needs; however, just like us, they can live together in harmony!


A decorative illustration on the right side of the slide featuring dark green leaves, light green fern-like leaves, and a sprig of small red berries.

But, how?




Chunk:

# DISCUSS

A cluster of stylized foliage on the left side of the slide, including a light green fern-like leaf, a dark green leaf, and a red flower-like shape.

What makes a community survive and thrive? What values should be present in all communities?

A cluster of stylized foliage on the right side of the slide, including a dark green leaf, a light green leaf, and a branch with small red berries.

Share in the chat!



# How can we make our communities thrive?

## Survive

Fill with student ideas

Fill with student ideas

Fill with student ideas

## Thrive

Fill with student ideas


Fill with student ideas

Fill with student ideas



Need some ideas? Look in  
speaker notes!





You are a part of this  
community, and we are  
so happy that you are!

Sometimes our communities could (and should) do more for us, what do you need from your community in order to personally survive and thrive?

**CREDITS:** This presentation template was created by **Slidesgo**, including icons by **Flaticon** and infographics & images by **Freepik**.



What is  
culture?



# Share

How do you like to  
**EXPRESS** yourself?

Think about how you speak, dress, behave, etc.

Start now!

# okay, but what IS culture

Culture is learned



Culture involves perceptions and values

Culture involves feelings



Culture is shared

Culture is expressed in behaviour



Just like individuals have identities, groups have identities called their “cultures”

## observable

things you can see/hear such as clothing, hair styles, holidays, food, language, art, music, games

## unobservable

values, beliefs, ways of handling emotion, concept of time, ideas of fairness, family relations, world views, preference for competition or collaboration, relationship to nature



Just like individuals have identities, groups have identities called their “cultures.” What parts of your culture are observable? What parts of unobservable?

observable

unobservable





# Interrogate

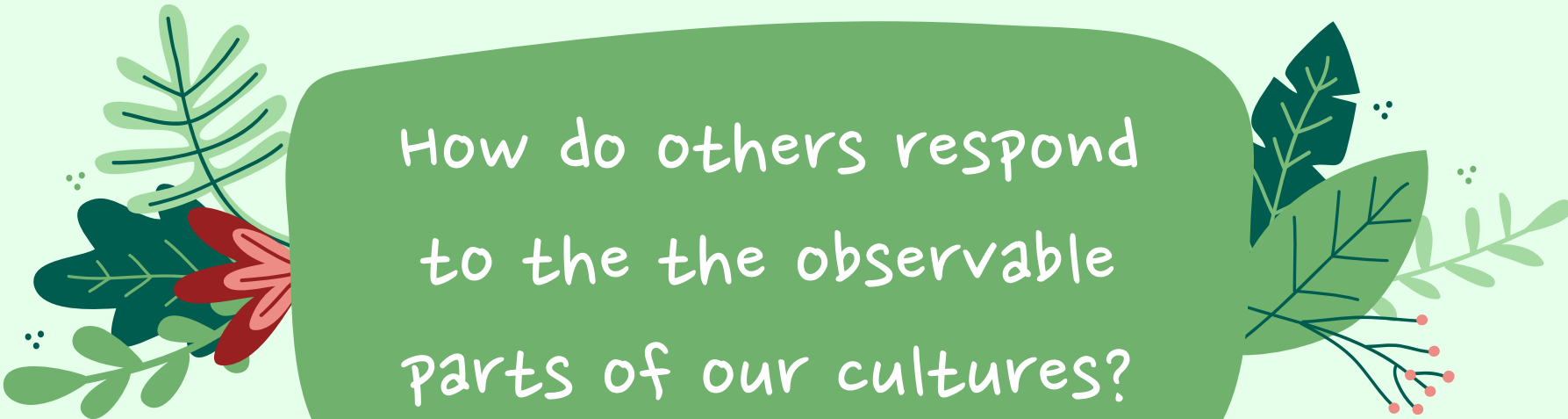
A decorative arrangement of stylized leaves and flowers in various shades of green, teal, and red, framing the central text box on both sides.

which cultures do these  
observable and unobservable  
characteristics come from?

Start now!



# DISCUSS

A large, rounded green rectangle serves as a background for the central text. To its left and right are decorative illustrations of various leaves and flowers in shades of green, blue, and red. Small white dots are scattered around the foliage.

How do others respond  
to the the observable  
parts of our cultures?

Start now!





# DISCUSS

Are we who other  
people say we are or  
who WE say we are?

Start now!



Day 2



# Share

what is one way your culture is  
observable? what's one that's  
unobservable?

Start now!



# Nature vs. Nurture

## Nature

*genetics*  
physical appearance  
biological influences



## Nurture

*environment*  
upbringing  
social influences



Are our cultures our nature or our nurture?

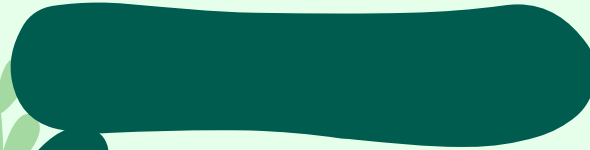
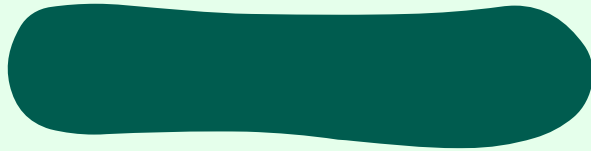


# My Nature and Nurture

Nature

Nurture

Which of your  
cultures does each  
stem from?





# DISCUSS

What happens when  
people with different  
cultures come together  
in a community?

Start now!



End of unit 2