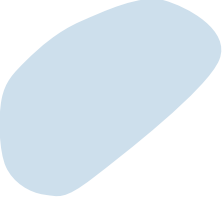


Ibram X. Kendi was asked, what do you think the role of parents, educators and young people are in working toward antiracism?

Kendi's reply:

“I think it is so critical. I mean, think about it -- I am sure they assume some adults when they were 35 or 45 or 65, or 25, began to realize all of the racist ideas they had learned or consumed or internalized and began the difficult process of unlearning. Can you imagine if you learned antiracist from the beginning of your development? It is easier to learn than it is to unlearn. Right? And I want us to understand and recognize that our children are either going to learn racist or antiracist ideas. In other words if we don't actively protect them from this dangerous racist society, what do you think they will be taught?”





**Thank you for continuing on this
journey.**





Welcome

Ignite: Today we are going to ask you to to share with us in chat what you feel is best. You can respond just to me or to everyone. It is important that you put the first thing that comes to mind for each category.

The background of the slide is filled with numerous small, colorful illustrations of people in various poses, suggesting a party or celebration. The people are diverse in age, gender, and ethnicity. Some are dancing, some are jumping, and some are embracing. The central text bubble is a light blue, irregular shape that stands out against the white background and the colorful figures.

Share

Do you have any favorites
that are different from
your family members?

Review of 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.

Anytime you are uncomfortable, let your advisory teacher know or reach out to your counselor.

Bias- unfairly showing favoritism towards something or someone

Prejudice- a negative feeling toward a group of people

Stereotypes-a general belief about a group of people

Discrimination- behavior that treats people unequally because of their membership in a group

Implicit bias-hidden prejudices or stereotypes that shape what we see, think, and do without our awareness

Dominant culture- in the United States is that of white, middle class, Protestants or Northern European descent



Chew:

All of us have preferences that lead to biases. It is important to be aware of these biases so we can challenge them.



Chunk: Do you know about bias?



<https://www.youtube.com/watch?v=mx-1VPumeD0>

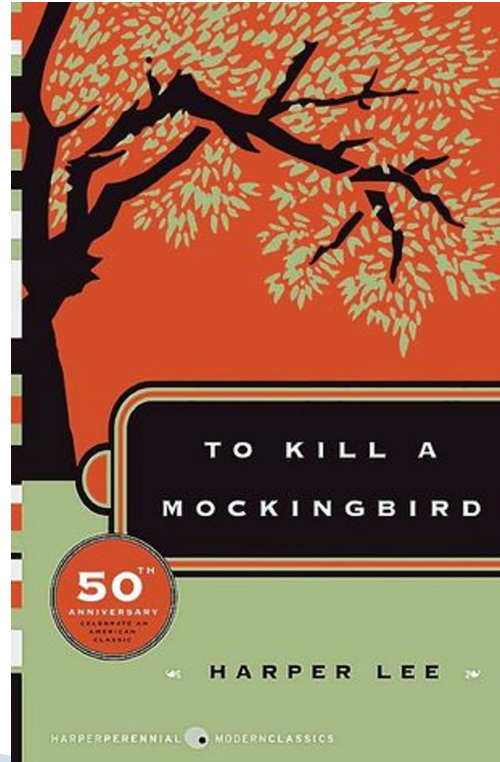
The background of the slide is a light blue color. It is populated with numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. These figures are scattered across the slide, mostly around the central text, and are captured in a variety of dynamic poses such as dancing, jumping, running, and walking. The clothing is colorful and varied, including t-shirts, sweaters, jeans, skirts, and dresses. The overall style is modern and inclusive, representing a diverse group of individuals.

**Review: What examples of biases have
you seen or done?**



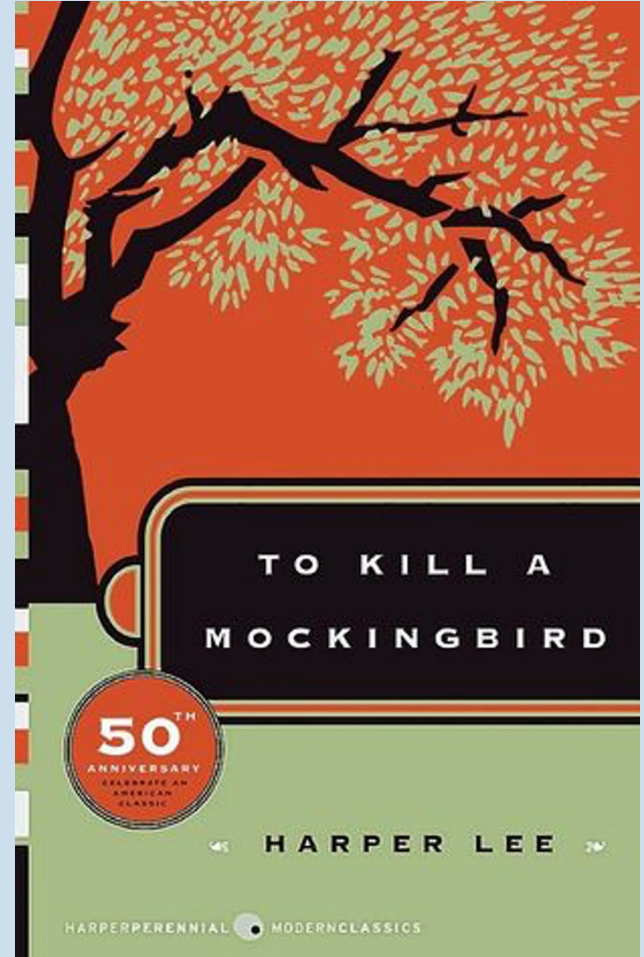
end of lesson 1

Ignite: Looking at the cover of this book, what predictions can you make about the topic?



Have you ever heard of the phrase, 'Don't judge a book by its cover'?

Have you ever found yourself judging someone based on their appearance before taking time to learn their story?



Review of Norms



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Anytime you are uncomfortable, let your advisory teacher know or reach out to your counselor.

What do you see?



Chunk: What assumptions do we make?



<https://www.youtube.com/watch?v=4WkZ46K41Fo>

Chew: What were some 'AHA' moments you had while watching?

Review:

- What surprised you?
- Were there words or actions that stood out to you?
- What were some of the assumptions you noticed?
- Based on your identity, what assumptions do you think people might make about you?
- What questions do you wish that others would ask to better know you?



end of lesson 2



Ignite:

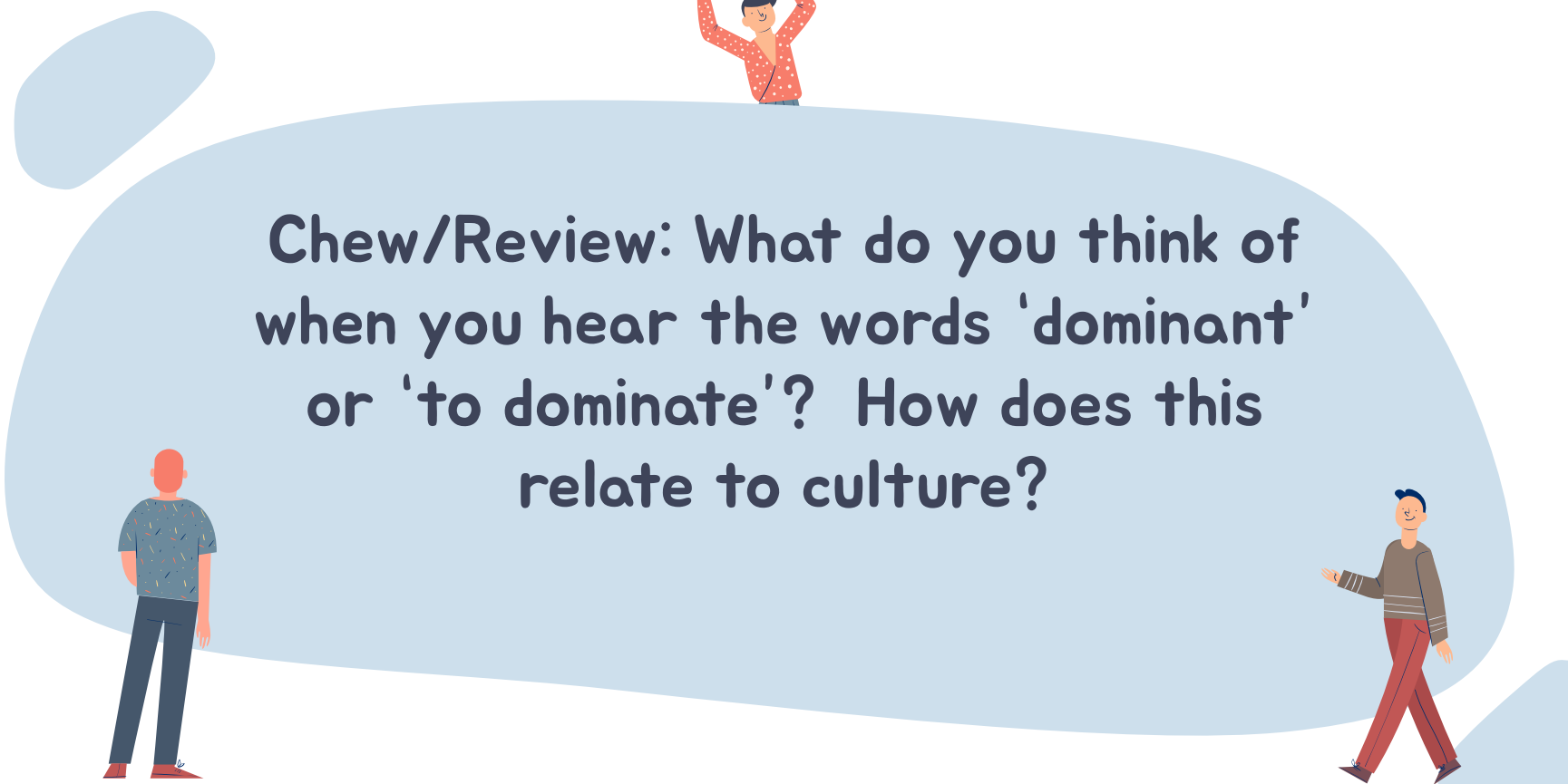
Imagine in our class one person chose the game and the rules for us daily. Consequently, that person also won the game each time. How would you feel? What if you somehow benefitted from the person winning?



Have you ever benefited from the scenario mentioned? How does this scenario occur? How do some people or groups have more control than others?

Chunk: What is Dominant Culture?



A large, light blue, irregular speech bubble shape dominates the center of the image. Three stylized human figures are positioned around it. One figure is at the top, peeking over the edge with arms raised in a celebratory gesture, wearing a red jacket with white polka dots. Another figure is on the bottom left, seen from behind, wearing a grey t-shirt with colorful speckles and dark pants. A third figure is on the bottom right, walking towards the right, wearing a brown jacket and red pants. The background is plain white.

**Chew/Review: What do you think of
when you hear the words 'dominant'
or 'to dominate'? How does this
relate to culture?**

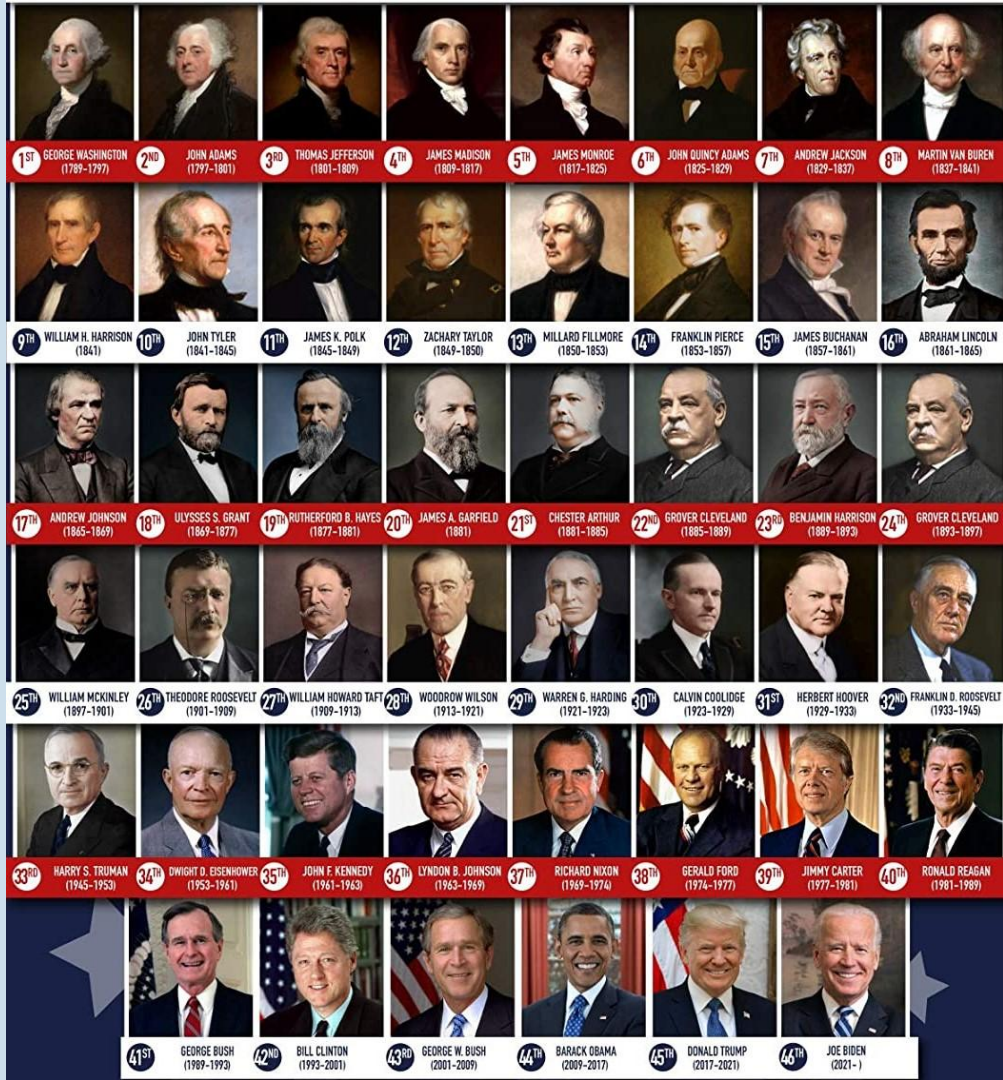


end of lesson 3

day 1

An illustration featuring three stylized human figures and a large, light blue, irregular blob shape. One figure, wearing a red jacket with white polka dots, stands atop the blob with arms raised in a celebratory gesture. Another figure, wearing a grey patterned t-shirt and dark pants, stands to the left of the blob, facing away from the viewer. A third figure, wearing a brown sweater and red pants, is walking towards the right side of the blob. The background is plain white.

**Ignite: Take a look at the following
image on the next slide.**





- What do you notice about this group of people?
- What is similar? What is different?



Chunk: What is Dominant Culture?



The DOMINANT CULTURE is...

...the group of people in society who hold the most power and are often (but not always) in the majority.

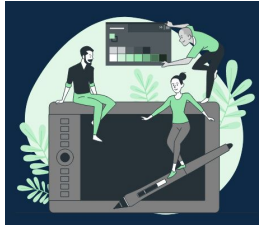
The DOMINANT CULTURE is...

...in the U.S.: people who are white, middle class, Christian, and cisgender

The DOMINANT CULTURE is...

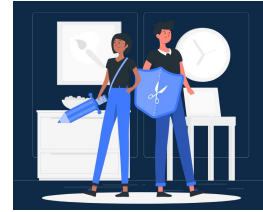
...in charge of the institutions and have established behaviors, values, and traditions that are considered acceptable and the “norm” in our countries.

The dominant culture has created a 'normal' (or status quo) that has shaped how we see ourselves and the world around us



1

Which identities are inside the “imaginary box” of the dominant culture?
(Place these inside the box.)



2

Which identities are outside the box, and not a part of the dominant culture?
(Place these outside and all around the box.)

Chew: What's in the Box?

Neurotypical

Cisgender male

Black

Non-binary folx

Able-bodied

Transgendered

Educated

Cisgender male

Folx with disabilities

Muslim

Indigenous people of color
of the global majority

White

Cisgender female

DOMINANT CULTURE

Folx living in poverty

Upper-middle class

Jewish

Youth

Brown

Non-Christian folx

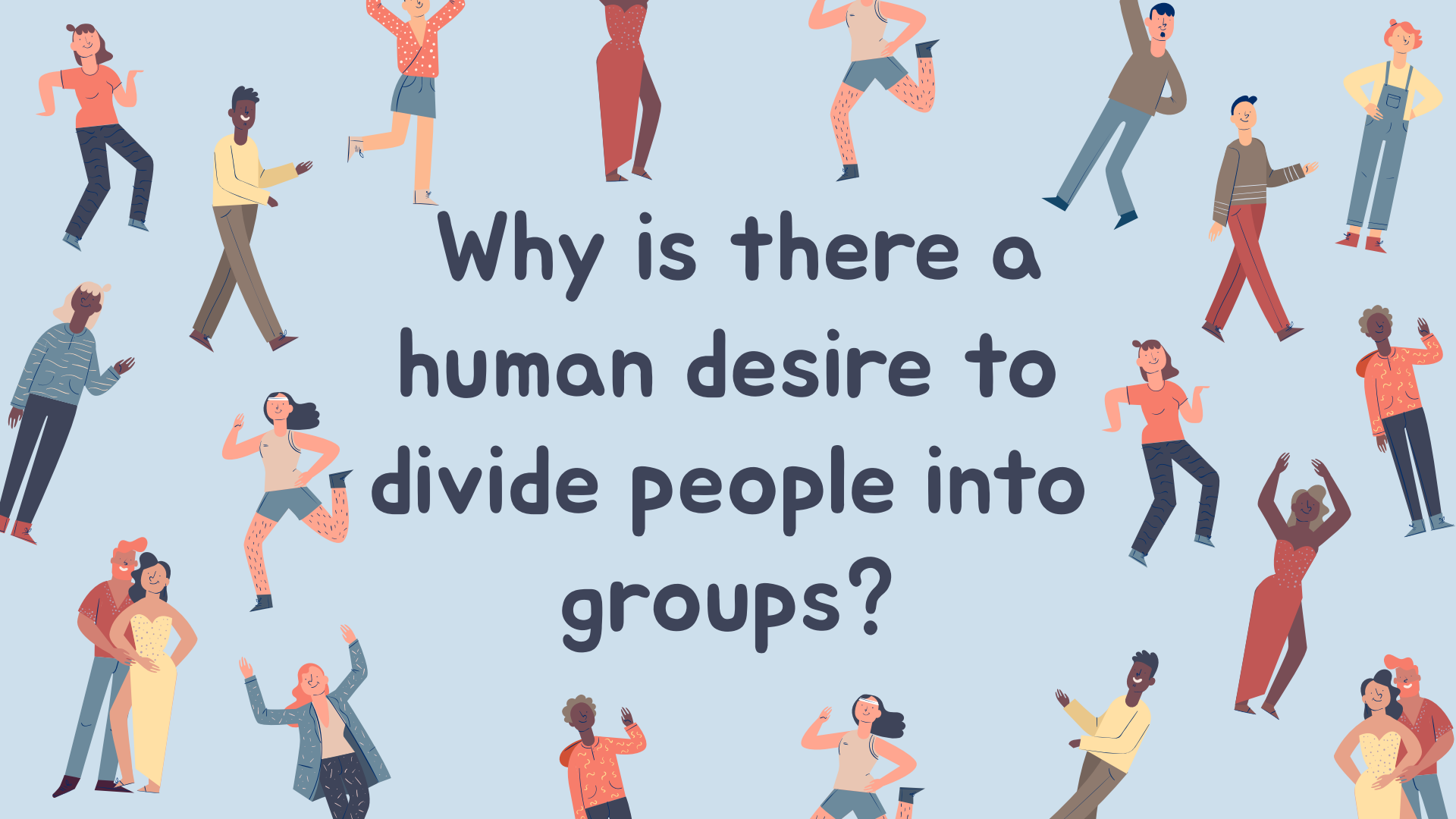
Buddhist

Atheist

Neurodiverse

Queer


Athletic

The background of the slide is a light blue color. It is populated with numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. These figures are scattered around the central text, some appearing to dance, walk, or pose in dynamic ways. The figures are rendered in a variety of colors, including reds, oranges, yellows, blues, and greys, with some wearing patterned clothing. The overall composition is lively and inclusive, emphasizing human diversity.

Why is there a
human desire to
divide people into
groups?

Review: Do we need the box?



The background of the slide is a light blue color. It is populated with numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. These figures are scattered across the frame, each in a different pose that suggests movement, dance, or celebration. Some are walking, some are jumping, some are dancing, and some are embracing. The clothing is also diverse, ranging from casual t-shirts and jeans to more formal dresses and patterned outfits. The overall impression is one of a vibrant, inclusive community.

end of lesson 3
day 2

Welcome!

Ignite: Read the quote and be ready to discuss.

“When I was twelve, my parents had two talks with me. One was the usual birds and bees. ... The other talk was about what to do if a cop stopped me.

‘...you do whatever they tell you to do,’ [Daddy] said. ‘Keep your hands visible. Don't make any sudden moves. Only speak when they speak to you.’”

Trigger warning: tough topic with emotional responses depicted in this video.

Chunk: The 'Talk'



<https://www.youtube.com/watch?v=coryt8lZ-DE>

Chew:

- Have you had this talk with your family?
- Why are these conversations necessary in some families?
- How is this an example of dominant culture?



end of lesson 4

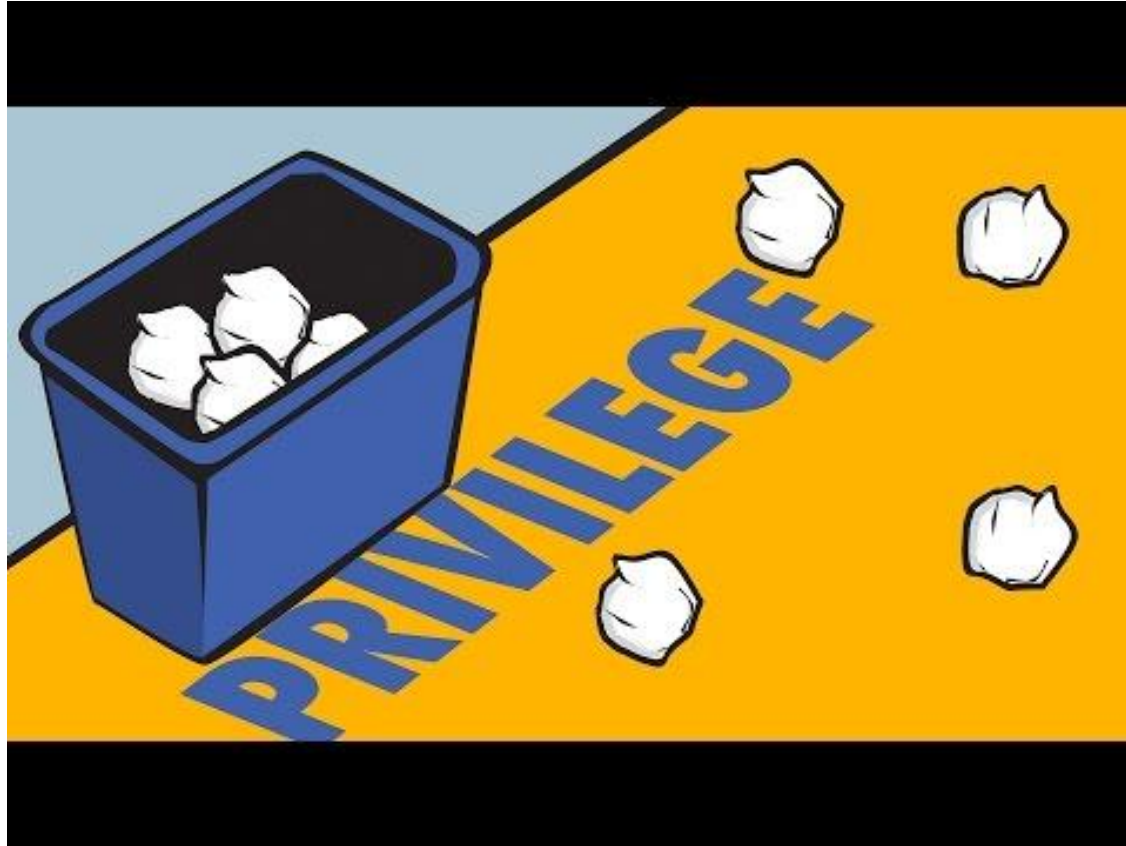
day 1

Ignite

Click on the link to the Google Doc in the chat to view a comic.

What is the message of this cartoon? Why do you think Richard feels that he “deserves to be on top”?

Chunk: What Is Privilege?



<https://www.youtube.com/watch?v=2KImvmuxzYE&t=41s>



Watch the video and complete the activity.



https://www.youtube.com/watch?v=BHS4YYKyALE&feature=emb_logo

Chew: Put a Finger Down

For this activity, you'll start with both hands up. I will read scenarios to you. If the scenario is true about you, put a finger down. We will see how many fingers folx have left at the end.


Review



- As you were reading and answering the questions, how did you feel?
- Were you aware of your privilege or lack of privilege?
- Why is it challenging for white people to think about (and do something about) white privilege?
- What is the cost of white privilege for persons of color?
- What is the cost of white privilege for white people?

I. WHITE PRIVILEGE
DOESN'T MEAN YOUR
LIFE HASN'T BEEN HARD,
IT MEANS YOUR SKIN
TONE ISN'T ONE OF THE
THINGS MAKING IT HARDER!

*THERE'S PLENTY OF OTHER PRIVILEGES
(SOCIO-ECONOMIC, MALE, HETEROSEXUAL
CISGENDER, CHRISTIAN, ABLE-BODIED)
BUT WHITE PRIVILEGE IS PERHAPS THE
MOST ENDURING THROUGHOUT HISTORY*

The background of the slide is a light blue color. It is populated with numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. These figures are scattered across the frame, many in dynamic, expressive poses that suggest movement, dance, or celebration. Some are walking, some are jumping, and others are in more static but confident stances. The clothing is simple and colorful, using a palette of reds, yellows, blues, and greys. The overall mood is positive and inclusive.

end of lesson 4

day 2

The background of the slide is a light blue color. It is populated with numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. These figures are scattered around the central text bubble, some appearing to dance, walk, or pose. The central text bubble is white with a soft, rounded border. Inside the bubble, the word "Welcome" is written in a large, bold, dark blue font. Below it, a paragraph of text in a smaller, dark blue font asks questions about being accused, assumptions, and judgment. The overall theme is one of inclusivity and addressing social issues.

Welcome

Ignite: Have you ever been accused of something that you did not do? How did you feel? Have people ever made assumptions about you because of your family members, your race, or your past? Have ever felt judged by a teacher because of previous mistakes you've made?

Chunk:

Watch the following videos



<https://www.youtube.com/watch?v=fTcSVQJ2h8g>



<https://www.youtube.com/watch?v=fTcSVQJ2h8g>

The Look



What assumptions do you see others make in the video?

What does 'the look' convey?




<https://www.youtube.com/watch?v=L3662COVmn8&t=1s>

Chew:

1. What surprised you in the video?

Review

1. What assumptions did this individual make?
2. Why do you think those assumptions were made?

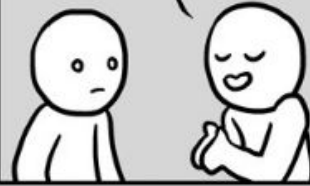
The background of the slide is a light blue color. It is populated with numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. These figures are scattered around the central text, some appearing to be in motion (like running or jumping) and others in more static poses. The clothing is colorful and varied, including items like polka-dot shirts, overalls, and patterned leggings. The overall style is modern and inclusive.

end of lesson 5

day 1

Ignite: What is the message of this comic?

well i think that all lives matter



we should care exactly equally at all times about everything



all houses matter



i agree, all houses do matter—but at the moment, the one on fire should get more attention



but by saying that a burning house needs attention, aren't you saying all other houses don't matter?



my house isn't on fire, but i have dry rot. are you saying it shouldn't be fixed?



it should! but the fire is very pressing

let's say i put that house fire out, but MY house catches on fire. aren't i entitled to water then?



of course! but it's not the one on fire right now

my house is near the one on fire. if i wet it down, embers won't catch. sensible



that is completely outside the analogy

where's that house's owner anyway? why do i gotta hose down his house for him



he died, in the fire

Chunk:



<https://youtu.be/h8jUA7JBkF4>


Chew on these facts:

- In 2018, the average Black worker earned just 62 % of what the average white worker made.
- 80% of teachers are white while 50% of the population are Black or Brown.
- Black and Latinx - 56% of people in prison are Black or Latinx
- 71% of White people own their homes; 45% of Latinx people; 41 % of Black people own their homes
- White Americans live 4.5 years longer than black Americans.
- Black men are 5 times more likely to be imprisoned than white men; 13 times more likely when looking at 18-19 year olds.
- While Blacks make up 19% of the population in Minneapolis, they are 58% more likely be involved in “use of force” incidents.
- August 2019 study showed that Black men are 2.5 times more likely than white men to be killed by police. Black women - 1.4 times more likely than white women.

Review:

1. Which fact surprised you the most?
2. What do these facts tell us?
3. Why is it important to know these facts?
4. Can we change these facts?
5. How can we change these facts?



The background of the slide is a light blue color. It is populated with numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. These figures are scattered around the central text, some appearing to be in motion (like running or jumping) and others in more static poses. The clothing is simple and colorful, including items like t-shirts, sweaters, jeans, and dresses. The overall style is modern and inclusive.

end of lesson 5
day 2

**Ignite: What is
the message of
this image?**



Chunk:

A Conversation With Asian-Americans on Race

**BY GEETA GANDBHIR
AND MICHÈLE STEPHENSON**

Chew: Let's talk it out



This conversation took place in 2016. How has the treatment of Asian-Americans changed?

Chunk:



https://www.youtube.com/watch?v=_T2q4uKUoRY

Chew on these personal accounts of hate:

- “Go back to Chi-Na before you give us all coronavirus” --Alameda
- “I got yelled at “ ...Chinese who brought the coronavirus. Go back to China...blah blah blah...” by my neighbor who lives directly across from my house.” --San Francisco
- “A white man on open sidewalk approached and stepped directly in front of me and coughed in extremely exaggerated manner in my face loudly mouth wide open about 2 feet from my face and said ‘take my virus’.” --Lafayette
- “A group of Teenage Caucasian Americans screamed “corona” at us when my friend and I walked past them towards the restaurant. Then when we were about to leave, an Asian family of four biked past the same group, and got yelled at “here comes the corona squad” directly at them.” --Sunnyvale

Chew on these local accounts of hate:

- “My friend and I were eating lunch, and my friend is one of those students that likes to bounce around tables in the cafeteria to talk and socialize with her other friends. She is also of Asian descent. As she was walking around the cafeteria, I saw some students whispering as she came near, and shortly after that my friend came up to me again, saying that that group of students were saying “Ching Chong, Ching Chong” over and over to her.”--an ACPS middle school student
- “This was also around the same time last year. My friend and I walked into the cafeteria to be greeted with a poster that said something about promoting equality and accepting everyone, no matter their race. It depicted a couple of white students and a couple of black students holding hands and walking out of school. My friend, who is white, was absolutely infuriated with how the school depicted race, and I 100% agreed with her. She said, “why is it only black and white students? What about Hispanics, Asians, Muslims, Indians, etc? Why aren’t they represented?” It might have just been a poster, but it still hurt and we still talk about it to this day.” --an ACPS middle school student

The image features a central text prompt surrounded by numerous stylized, flat-design illustrations of people of various ethnicities, ages, and genders. These figures are depicted in a variety of dynamic poses, such as dancing, jumping, running, and standing with hands on hips. The color palette is vibrant, including shades of orange, red, blue, yellow, and brown. The overall composition is lively and inclusive, emphasizing a sense of community and shared experience.

What can we
do to help?

1

Interrupt
Speak up against
biased racist
remarks, every time

2

Question
Ask questions to find out
why they made the
offensive comment

3

Educate
Model & encourage other
students to become upstanders

4

Echo
If someone speaks
up against hate,
thank them

5

Report
Report any
incidents that
happen

6

Research
Create some time to
research what's
been happening





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end of unit 3

EQUITY FOR ALL!

How can we make a space that uplifts all communities to fight against racism and bias?





Today's Share

What does it mean to be fair? If you had to teach someone about fairness, how would you define it?

Agree or Disagree

Equal = Fair

If you agree, use the thumbs up emoji!
If you disagree, use the clapping hands emoji.



EQUAL MEANS...

- Everyone gets the SAME EXACT thing.
- So, let's complete a challenge to see if equal means fair, and that fair means equal!
- We will play this game in two rounds:
 - Round #1: [Click here](#)
 - What did we think of this game? We are all playing the same game, with the same rules. Was it fair?
 - Round #2: [Click here](#)
 - How about in round #2? Did this one feel more fair? Why?



“The difference between equity and equality is that equality is everyone get the same thing and equity is everyone get the things they need.”

—Why do we need to recognize the difference between equality versus equity?

Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity



Everyone gets the supports they need

Justice



All 3 can see the game without supports of accommodations because the cause(s) of the inequity was addressed.

Equity aims to understand the needs of each individual and distribute the resources fairly. Equality involves ensuring that every individual gets the same amount of resources regardless the differences between them.

EQUITY VERSUS EQUALITY

Equity is the quality
of being fair and
impartial

Equality is the state
or quality of being
equal

Involves treating
each individual
according to his or
her needs

Involves treating
every individual in
the same manner,
irrespective of their
differences

Considers
individual needs of
people

Does not consider
needs and
requirements of
people

Pediaa.com

Can you think of a time when we
need equity instead of equality?

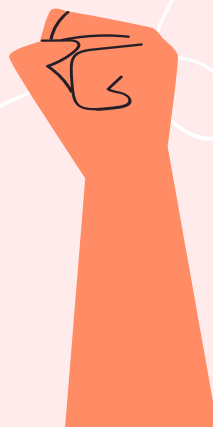
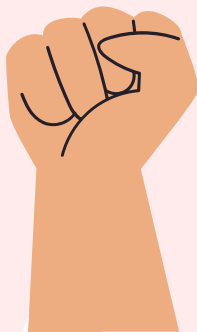
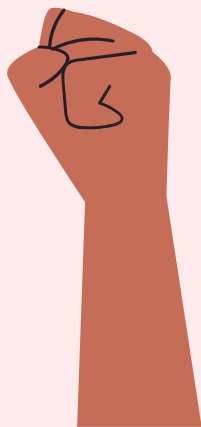


How can we make a space that uplifts all communities to fight against racism and bias?

Creating spaces that are founded in equality, equity, and social justice allows us to challenge the barriers of racism and bias. **There are different ways to promote equity, and many of them require you to be a person who believes in Anti-Racism and Anti-Bias practices!**

HOW CAN YOU PROMOTE EQUITY?

What are some things that you can do
TODAY to promote equity? Let's
brainstorm a list!



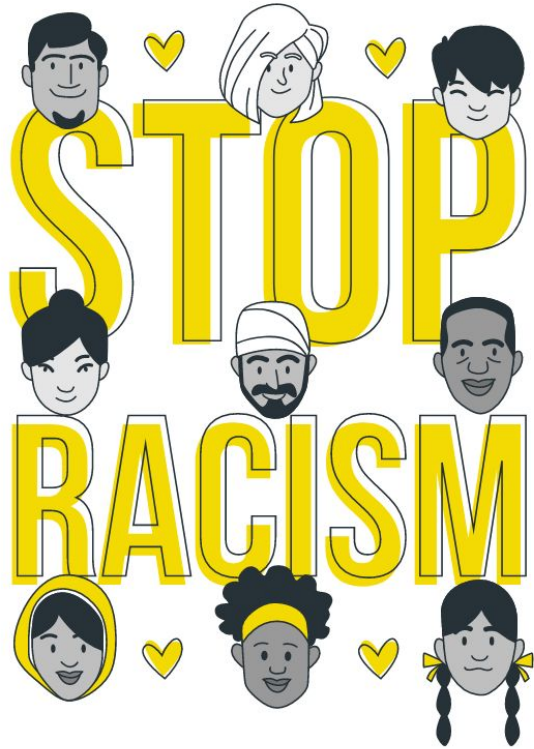


END LESSON #1: What is equity?

ANTI-RACISM FOR ALL!

How can we make a space that uplifts all communities to fight against racism and bias?





Reminder: What is racism?



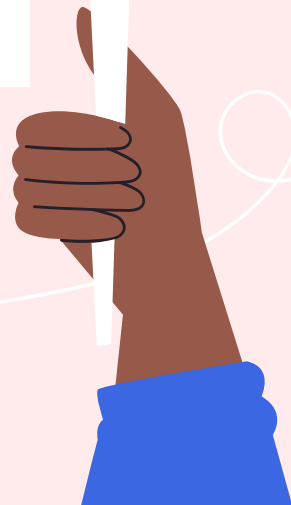
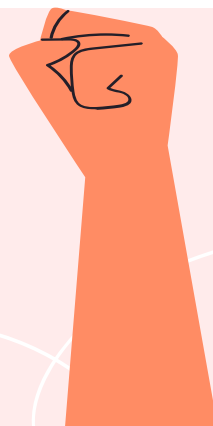
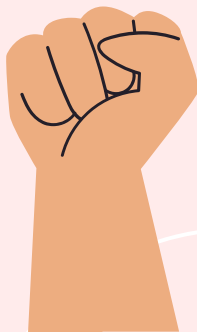
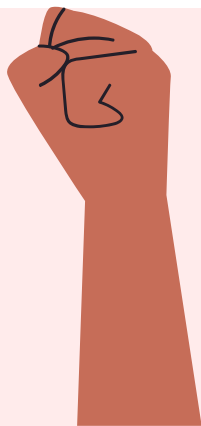
Reminder: What is racism?

“The marginalization and/or oppression of people of color based on a socially constructed racial hierarchy that privileges white people.” - ADL



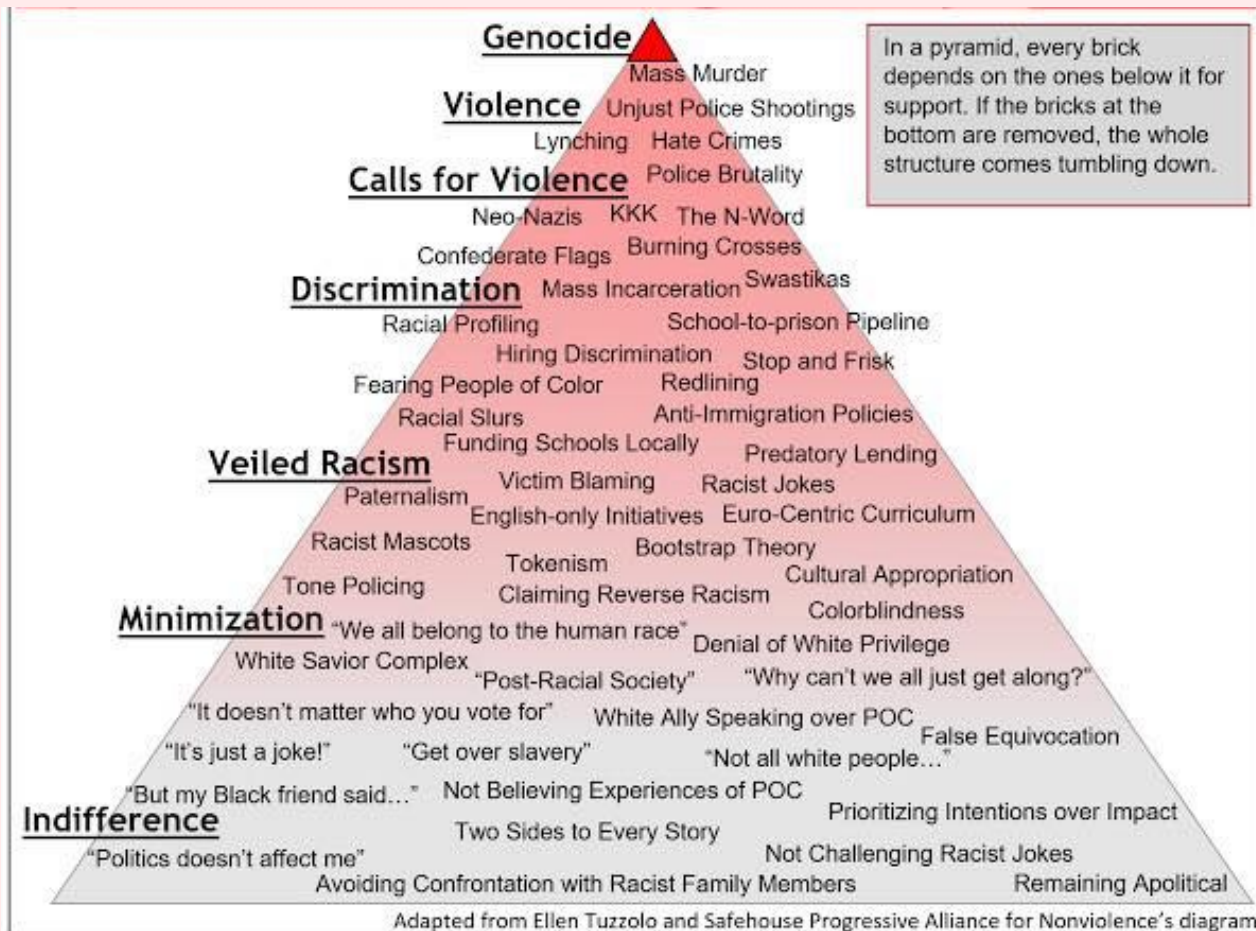
Reminder: Racism is different from...

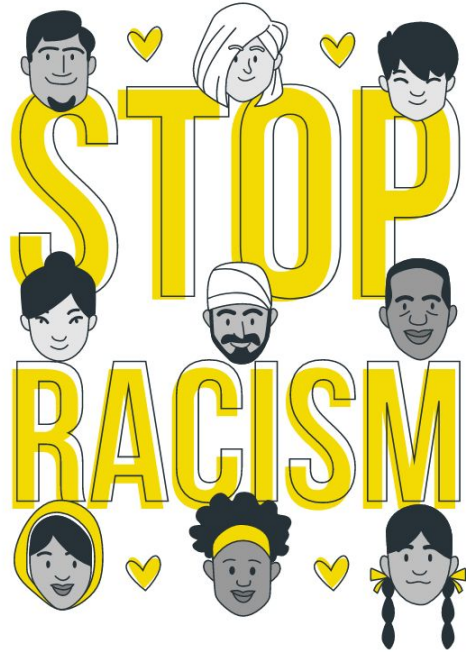
Racial Prejudice & Bias: Our racial prejudices and bias are based in our own judgements around race. Racism is larger, as it covers INDIVIDUAL and SYSTEMIC acts of racism.



Racism is not just the big things. It is the little things, too!

**This list shows
how our personal
bias and our
inaction toward
racism can uphold
a racist system.**





Review:

Many people say that is not enough to simply be NOT racist. We must be anti-racist. **What do you think is the difference? Why do you think we MUST be anti-racist, instead of simply NOT racist?**



END DAY #1: LESSON #2

ANTI-RACISM FOR ALL!

How can we make a space that uplifts all communities to fight against racism and bias?



ANTI-RACISM FOR ALL!

**What does it
mean to be...**

ANTI-RACIST?



ANTI-RACISM means...

- Being anti-racist is fighting against racism.
 - It is a choice to **actively be against racism** and racial prejudice in all forms!



ANTI-RACISM means...

- No one is born racist or antiracist; these result from the choices we make.
 - Being antiracist results from a **conscious decision** to make frequent, consistent, **equitable choices daily**.
 - These choices **require ongoing self-awareness and self-reflection** as we move through life.



ANTI-RACISM means...

- In the absence of making anti-racist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society.
 - Being racist or anti-racist is not about who you are; **it is about what you do.**



Anti-Racist versus NOT Racist

Not Racist says...

- "I have friends from a different type of culture or background."
- "I attend a school with people from diverse races and cultures."
- "I am learning about my own culture and how it influences how I view the world."
- "I do not say mean things about people of other races."
- "I treat others with respect, and that is enough."

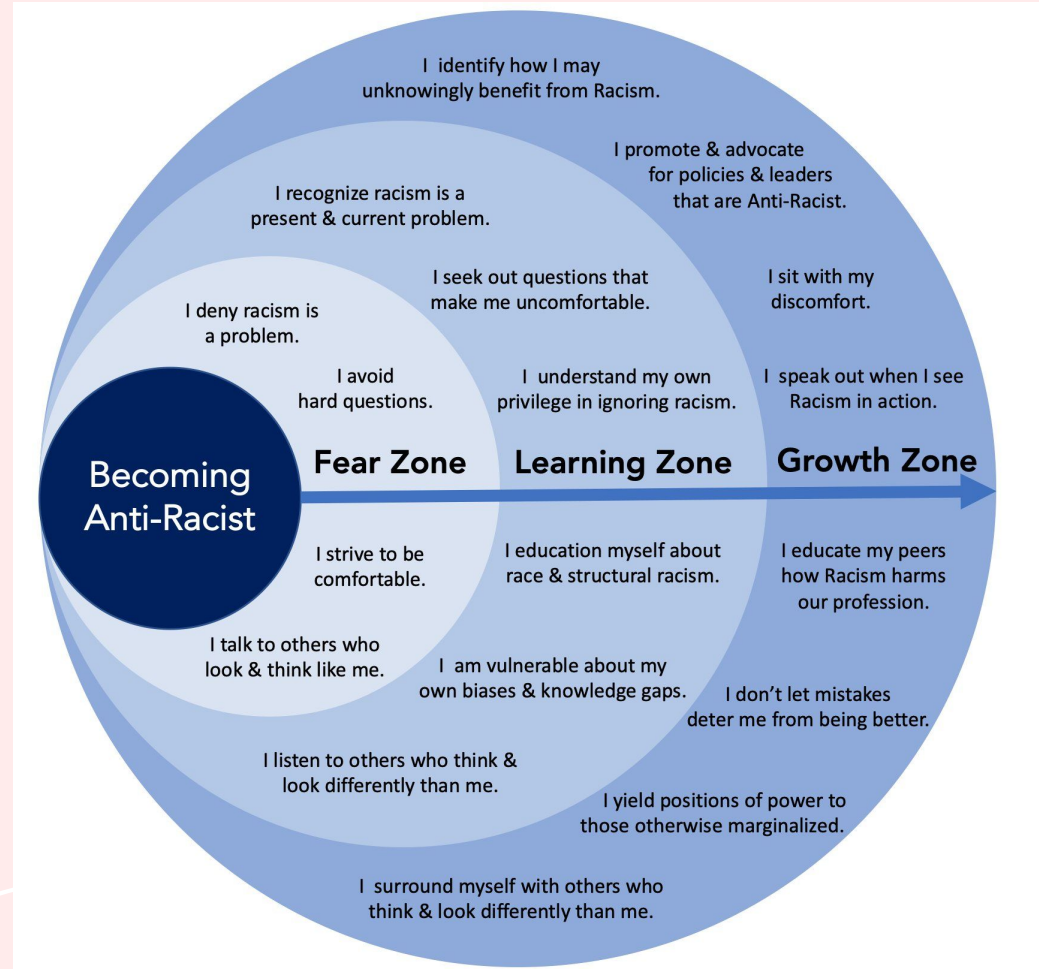
Anti-Racist says...

- "I listen for understanding from the experiences of my friends of various backgrounds, and work to amplify their voices to help them advocate for change."
- "My school has inequitable systems that disadvantages the students of color, and I advocate for the equitable distribution of resources for all!"
- "As I am learning about my culture and privilege, I am actively questioning systems of power and working to influence other people in my culture to do the same."
- "I speak out against racist behavior, and work to educate myself and others on ways to be anti-racist."
- "I am always learning, and growing."

Let's Reflect: In your own words, what does it mean to be... **ANTI-RACIST?**

Personal Reflection:

1. Pick out one phrase that you feel **represents where you are now**. Why did you pick that phrase?
2. Pick one phrase that **represents where you want to be**. Why did you pick that phrase?





END DAY #2: LESSON #2

ANTI-RACISM FOR ALL!

How can we make a space that uplifts all communities to fight against racism and bias?





Today's Share

Did you know that our school district has an anti-racism policy? **What do you think is the purpose behind having an entire policy for anti-racism?**

ACPS ANTI-RACISM POLICY:

*Albemarle County Public Schools is committed to establishing and sustaining an equitable community that achieves the School Division's equity mission to end the predictive value of race and ensure each individual student's and staff's success. **The Albemarle County School Board and School Division reject all forms of racism as destructive to their mission, vision, values, and goals.***



01

Our Collective Responsibility

Establishing and sustaining a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate **racism**.



Looks Like



Sounds Like



Feels Like

02

Ensure Equitable Practices

Eliminating inequitable practices and cultivating the unique gifts, talents, and interests of every child to end the predictive value of social or cultural factors, such as race, class, or gender, on student success (ACPS Equity & Access Initiative: A Call to Action, 2017).

ACPS ANTI-RACISM POLICY:



Looks Like



Sounds Like



Feels Like

03

Celebrate Diversity

Respecting and championing the diversity and life experiences of all community members to support the school division's mission, vision, values, goals, and objectives.

ACPS ANTI-RACISM POLICY:



Looks Like



Sounds Like



Feels Like

04

Recognize Racism is Complex

Acknowledging that racism is often compounded by other forms of discrimination, including, but not limited to, those protective classes referenced in policy AC, Nondiscrimination.

ACPS ANTI-RACISM POLICY:



Looks Like



Sounds Like

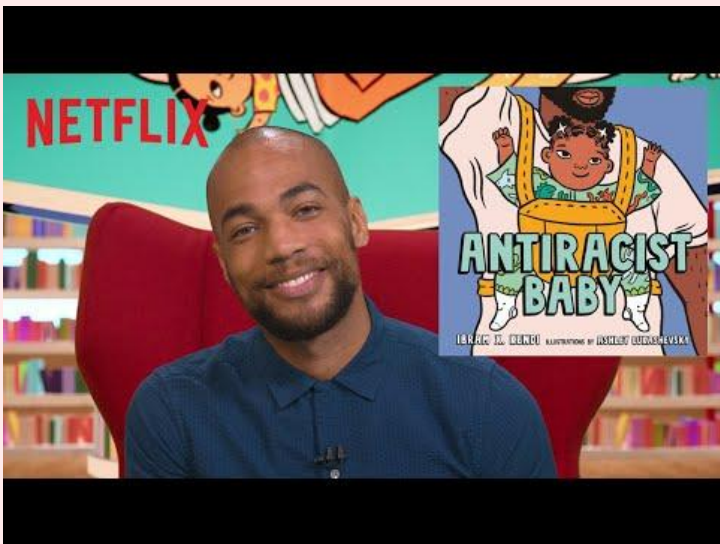


Feels Like

Anti-Racism is an ACTION!



The ACPS Anti-Racism Policy is nothing without action. Now, we know there is a policy and we understand what it means! It is time to act.



Anti-Racist Baby is a book about what it means to be anti-racist.

Chew

What does the **Anti-Racism Policy** mean to you, as a middle schooler?

**Commitment
#1 means...**

Type here

**Commitment
#2 means...**

Type here

**Commitment
#3 means...**

Type here

**Commitment
#4 means...**

Type here



**ANTI-RACISM STARTS IN
YOUR ACTIONS TODAY!**

The background is a solid light pink color. There are several thin, white, hand-drawn style swirls and loops scattered across the page. One large swirl is in the top left corner, and another is in the bottom right corner.

**End of
lesson 2**



Who do we want to be?

Writing a Classroom Vision Statement

This is who we've said we are:

Class definition of community

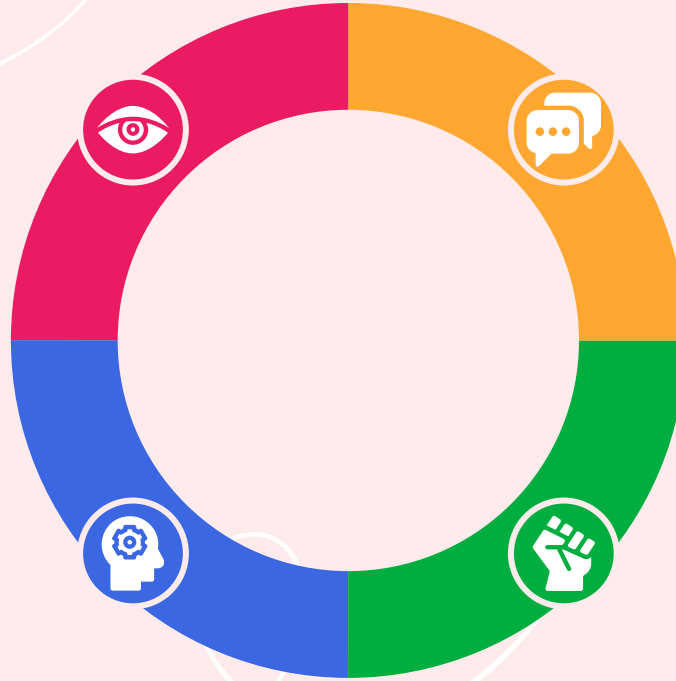
Right now, this is how we:

01 Look

Type physical descriptors here

03 Sound

Type things kids say to each other when they agree and when they disagree.



Think 02

Type things kids think about themselves and others here.

Act 04

Type things kids do here

An anti-racist community...

01 looks...

human--yet diverse.

Everyone is a human being, yet there are lots of different physical characteristics, skin colors, hair styles, fashions, etc. in the room.

03 sounds...

humane--and precise.

Everyone uses words that are kind and respectful, but they're also factual, accurate, effective, and precise to limit miscommunication.

02 thinks...

humanely--but critically.

Everyone thinks of themselves and all others as equal humans, but they question what is said, why it's said, and who is saying it. The purpose of this criticism is to uplift and empower, not destroy.

04 acts...

with love and compassion for all humans--productively and relentlessly.

Everyone's actions are rooted in love as they relentlessly produce policies and practices that are anti-racist in nature, so as to replace those policies and practices that are inherently racist.

Now, let's audit our community. When we consider how we...

01 Look

Do we see other people as humans?

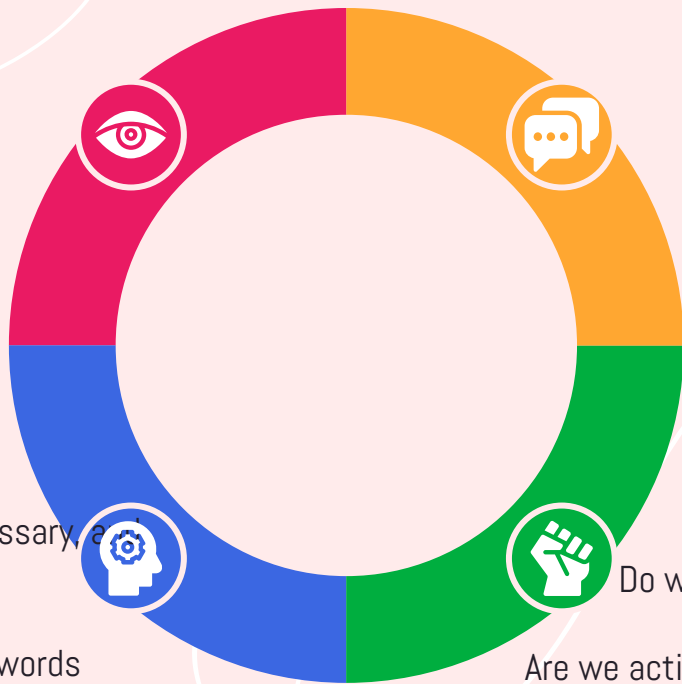
Who is missing?

03 Sound

Are all the words true, helpful, necessary, and kind?

Do we say what we mean, or avoid words that are true but uncomfortable?

Do we use the words others ask us to when referring to them?



Think 02

Do we see others as equals?

Do we ask ourselves why something is being said?

Do we ask who is saying it, and why that matters?

Act 04

Do we learn when we don't know something?

Are we acting from a place of love and compassion?

Are we trying to build something, or trying to tear something down?

Are we relentless?

VISION STATEMENT: In Room 36B, we want to:

01 Look



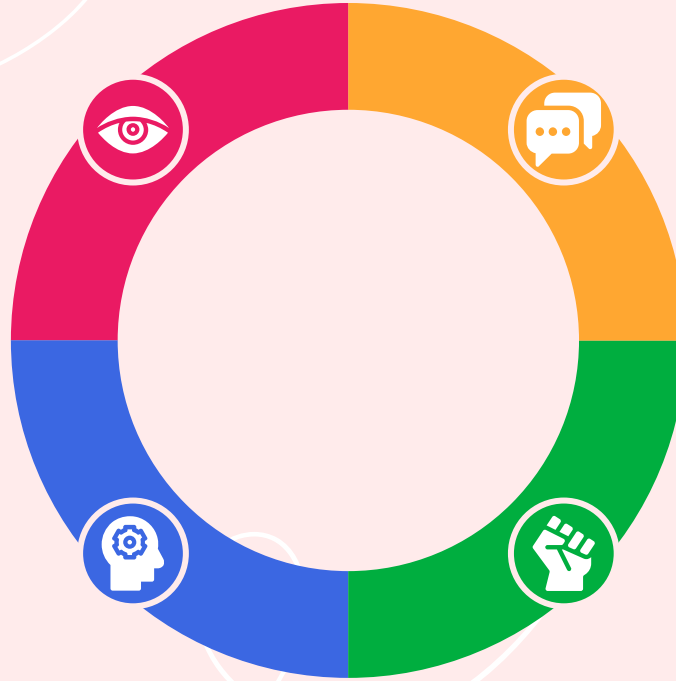
Think 02




02 Think



Act 04





End of lesson 3 day 1

Review

VISION STATEMENT: In Room 36B, we want to:

01 Look



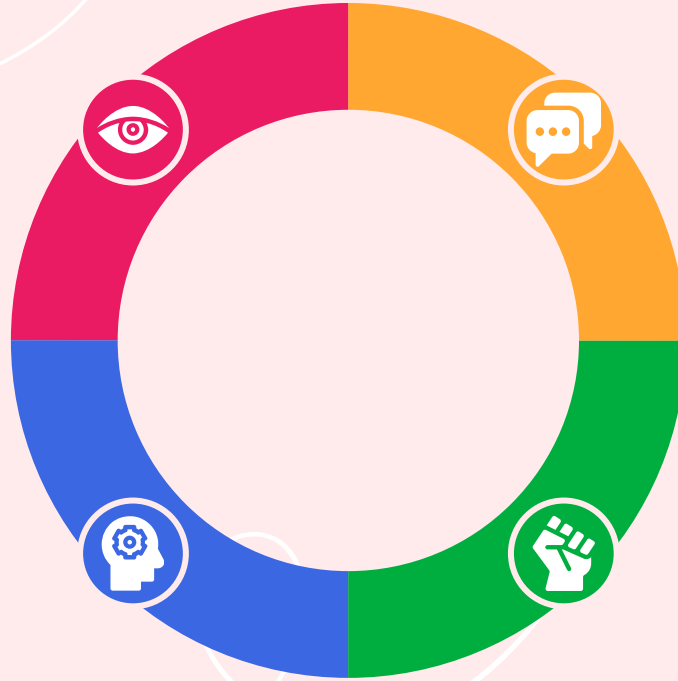
Think 02



02 Think



Act 04



How do we get there?

Writing a Classroom Mission Statement



How do we change how we...

Strategies

Look

- Create a safe and welcoming community.
- Invite people who look different from us to be a part of our community.

Think

- Acknowledge that every other human is also a human and deserves respect.
- Think of yourself as human, too--accept when you make mistakes and learn from them.
- Ask yourself why you sometimes react negatively to others or situations.
- Ask yourself who is speaking and why this matters.
- Ask yourself if an idea is complete and, if not, what's missing?
- Brainstorm solutions rather than staying stuck on the problems.

Sound

- Above all: speak. Don't remain silent.
- Amplify: Say things to uplift other people's ideas when you agree with them.
- When you don't agree, be courageous enough to ask questions to understand better before speaking your own opinion.
- Use the most precise words, even it makes you uncomfortable.

Act

- Learn the facts about history or a situation
- Act from a place of love, compassion and courage for other humans, not from a place of hate.
- Focus on the new things you can produce and build rather than the things you want to destroy.
- Do. not. stop. until. you've. achieved. your. vision.
- Then, find something else to grow.

In Room 36B, we will change how we...

look by...


think by...



sound by...

act by...





**End of
lesson 3
day 2**

**WHAT WILL
I DO
TODAY?**



Vision Statement:

In Room 36B....

Mission Statement:

We will look more anti-racist by...

We will think more anti-racist by...

We will sound more anti-racist by...

We will act more anti-racist by...



Stamp the Screen: TODAY I WILL HELP OUR COMMUNITY...

look anti-racist by...

Insert from mission
statement

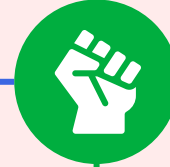


think anti-racist by

Insert from mission
statement

sound anti-racist by

Insert from mission
statement



act anti-racist by

Insert from Mission
Statement

Student Feedback

[Click here to reflect on the Anti-racist Advisory Lessons](#)





**End of all
units :)**