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Template: Core Curriculum

Sample curriculums for circle keeping, Black feminism, gender justice, healthy relationships, and leadership.

Core Curriculum Units insert

UNIT 1: “Sankofa” (Go back and fetch it) [Beatrice Medicine, Anacaona, Regina Brave, Hanna Harris--Northern Cheyenne]	
<ul style="list-style-type: none"> - History and Introduction of (INSERT organization name) - Restorative practices and circle keeping - Identity and Socialization - Systems of Oppression: White Supremacy, Colonialism - Black Feminism? Womanism? 	
Core Learning Outcomes (things you should understand)	<ol style="list-style-type: none"> 1. Participants should be familiar with (INSERT organization name) Guiding Principles and Personalities, and feel comfortable articulating the type of space we want to co-create so that everyone can show up as their full selves while supporting themselves and each other. 2. Participants will engage in the restorative circle process and understand the elements of circle (talking piece, altar space, importance of ritual, and the 7 core restorative justice values) 3. Participants will leave having a better understanding and sense of self, exploring the intersectionalities of their identities, how they experience their identities, and how others experience and respond to their identities. 4. Participants should have a broad understanding of the historical systems of oppression, the different forms in which these oppressions manifest, and how these systems currently affect them.
Definitions/Terms	<ul style="list-style-type: none"> - Power - Privilege - Oppression of isms - Pronouns
Points of Knowledge (things you should be able to teach/repeat to other people)	<ul style="list-style-type: none"> - Participants should be able to articulate the history of circle keeping as an indigenous healing practice. - Participants can define the 4 I’s of oppression (institutional, interpersonal, internalized, ideological) - Participants will be able to articulate who [Indigenous Person] is and why they/their work is important.
Calls to Action/Embodiment	<ul style="list-style-type: none"> - Practice honoring pronouns - Actively challenge oneself to embody at least one (INSERT organization name) principle, personality and/or values that resonates with you

Movement Moments	- Children's March (during the Civil Rights Movement)
Lesson Plans	Unit 1

UNIT 2: Audre Lorde + Indigenous/Spiritual Healer	
	<ul style="list-style-type: none"> - What is Trauma, What are Trauma Responses? - What does resilience look like? - Healing and Self Care/Community Care <ul style="list-style-type: none"> - Articulate what care means to them - Indigenous & African healing techniques - Consent/Healthy Boundaries
Core Learning Outcomes (things you should understand)	<ol style="list-style-type: none"> 1. Participants will understand the impact of trauma on the body and brain and its impact on the amygdala, specifically, and learn tools to counteract the effects. 2. Participants will identify various coping strategies and explore which strategies are helpful and harmful to themselves. (Adaptive vs. Maladaptive) 3. Participants will understand the importance of self-care. 4. Participants will understand how to voice their needs and set healthy boundaries
Definitions/Terms	<ul style="list-style-type: none"> - Trauma - Resilience - Self-care and Community Care - Healing
Points of Knowledge (things you should be able to teach/repeat to other people)	<ul style="list-style-type: none"> - Participants should be able to clearly articulate the effects of trauma on the amygdala - Participants should be able to articulate (words, images) how trauma and resilience shows up in their bodies. - Participants should be able to identify 3 adaptive coping strategies to support their personal healing. - Participants will be able to articulate who Audre Lorde + Spiritual Leader is and why they/their work is important.
Calls to Action	<ul style="list-style-type: none"> - Participants will identify at least one area in their life in which they want to intentionally focus their healing and growth - Participants will commit to implementing at least one of the three identified coping/self-care strategies

Movement Moments	- Nap Ministry
Lesson Plans	Unit 2

UNIT 3: Alok Vaid-Menon + Decolonizing Gender Expression	
	<ul style="list-style-type: none"> - Defining “gender” - Gender vs Biological Sex - HX of Gender and the impacts of Colonization on Gender - Sexual and Romantic Orientation - Gender Expression vs Gender Identity - Understanding what gender dysphoria is
Core Learning Outcomes (things you should understand)	<ol style="list-style-type: none"> 1. Participants will understand the difference between gender and biological sex 2. Participants explore and understand the different ways we have been socialized and conditioned to understand gender. 3. Participants will understand the history of gender, including the existence of gender variance, specifically in Indigenous and African communities. 4. Participants will understand the differences between gender identity, gender expression, sexual orientation, and romantic orientation. 5. Participants will understand the fluidity of gender and how the current binary is a tool and function of White Supremacy. 6. Participants will understand how language has been weaponized in regards to gender and its relation to gender dysphoria.
Definitions/Terms	<ul style="list-style-type: none"> - Gender Dysphoria - Romantic Orientation - Sexual Orientation - Biological Sex
Points of Knowledge (things you should be able to teach/repeat to other people)	<ul style="list-style-type: none"> - Participants will be able to articulate who Alok Vaid-Menon is and why they/their work is important. - Participants will be able to clearly explain the Gender Unicorn diagram and the different concepts it articulates - Participants will be able to explain and properly use gender neutral and variant pronouns - Participants will be able to name at least one community where gender variance exists/existed

	<ul style="list-style-type: none"> - Participants will understand what resources are available in their communities where they can seek support. - Participants will be able to name at least one way language has been used to weaponize gender identities
Calls to Action	<ul style="list-style-type: none"> - Participants will engage in conversations outside of the workshop in support of the decolonization of gender (while maintaining their personal safety). - Participants will reflect on their ideas and biases related to gender, romantic and sexual orientation.
Movement Moments	<ul style="list-style-type: none"> - Murder of Black Trans Women & Trans Day of Remembrance
Lesson Plans	Unit 3

UNIT 4: Tarana Burke, Kaia Naadira & “Me Too”	
<ul style="list-style-type: none"> - Gender-based violence on a Macro Level--Human Trafficking, Sexism, Devaluation of all things associated with femininity (labor, aesthetics, etc) - Intimate Partner Violence (IPV) and Teen Dating Violence (TDV) - Healthy Relationships--all relationships - Oversexualization of Black and brown women and girls (and the adultification of girls- ie school dress codes) - Black and Brown women’s bodies being exploited and experimented on (slavery, medically, for entertainment) 	
Core Learning Outcomes (things you should understand)	<ol style="list-style-type: none"> 1. Participants should understand the difference between healthy and unhealthy relationships, and the ways power and control play into them 2. Participants will understand different forms of gender-based violence on a micro and global scale--IPV/Domestic Violence, TDV, Sexual Assault (various forms), CSEC--Commerical Sexual From Jaiye (she/her) to Everyone: (3:17 PM)Exploitation of Children, exploitation, human trafficking, etc. 3. Participants will understand how women and girls have been stripped of their power and autonomy as it relates to their bodies and how this connects to the #MeToo movement and overall exploitation of women and girls 4. Participants will explore their personal power and how to reclaim themselves and their bodies
Definitions/Terms	<ul style="list-style-type: none"> - CSEC & Trafficking - Sexual Assault - Sexism - Adultification - Weathering
Points of Knowledge (things you should be able to teach/repeat to other people)	<ul style="list-style-type: none"> - Participants will be able to articulate who Tarana Burke and Kaia Naadira are, what is the #MeToo movement, and why they/their work is important. - Participants will be able to articulate signs of various exploitations of women and girls and how to spot the signs - Participants will be able to articulate the different forms of abuse (including digital abuse, revenge porn, bullying, etc)
Calls to Action	<ul style="list-style-type: none"> - Identify 1-3 healthy relationships in their own lives (and what about them is healthy)

	<ul style="list-style-type: none">- Identify 1-3 things that make them feel powerful--poses, rituals, practices, etc.
Movement Moments	<ul style="list-style-type: none">- Slut Walk- #MMIW (Missing and Murdered Indigenous Women)
Lesson Plans	Unit 4

UNIT 5: Assata Shakur & Angela Davis - Freedom Dreaming	
<ul style="list-style-type: none"> - Police and State Violence/Militarism <ul style="list-style-type: none"> - Immigrant/Migrant experience, terrorism and it's impact on youth <ul style="list-style-type: none"> - Recruitment into the military, police, ICE of Black and Brown Bodies - Cradle to Confinement Pipeline <ul style="list-style-type: none"> - School Pushout - Abolitionist Theory - Movement Building 101/Principles <ul style="list-style-type: none"> - Community Engagement/Outreach/Social Action/Political/Economic Power 	
Core Learning Outcomes (things you should understand)	<ol style="list-style-type: none"> 1. Participants should understand the basic principles of movement building and what it takes to create positive, inclusive impact 2. Participants should understand the connection between racist/classist/sexist policies in the U.S. and internationally and how it's enforced by police, military, and I.C.E.(including Indigenous communities) 3. Participants should understand what the cradle to confinement pipeline is and how it impacts them and their communities 4. Participants should understand the basics of Abolitionist Theory, and critically engage in radical visioning 5. Participants should clearly understand their rights as related to police and ICE interactions
Definitions/Terms	<ul style="list-style-type: none"> - Radical Visioning - Abolition - Militarism - Prison Industrial Complex - Outreach - Intergenerational Trauma
Points of Knowledge (things you should be able to teach/repeat to other people)	<ul style="list-style-type: none"> - Participants will be able to articulate who Assata Shakur is and why she and the movements she was a part of are important. - Participants should be able to articulate 1-3 points of entry into the cradle to confinement pipeline - Participants will be able to provide examples of radical visioning and explain to others how to engage in this process - Participants will be able to articulate how police/state violence and militarism contribute to intergenerational trauma
Calls to Action	<ul style="list-style-type: none"> - Practice meditating and reflecting on what freedom looks like for themselves and collectively

Movement Moments	<ul style="list-style-type: none">- Counselors not Cops- Defend the Sacred- #SayHerName
Lesson Plans	Unit 5

UNIT 6: Claudette Colvin: Black/Brown Gxrl Resistance	
	<ul style="list-style-type: none"> - Leadership Principles - Leadership Story & Style - Relevant leaders/Freedom Fighters - Public Speaking - Self-advocacy - Problem Solving/Conflict
Core Learning Outcomes (things you should understand)	<ol style="list-style-type: none"> 1. Participants should be able to know (INSERT organization leadership principles) 2. Participants should be able to know their leadership style (leadership frameworks include: Compass Leadership Activity) 3. Participants should be able to identify at least one personal leadership experiences/example in their own lives (with family, friends, in school, community) 4. Participants can identify at least one way that conflict is an opportunity for growth 5. Participants will write and deliver a speech.
Definitions/Terms	<ul style="list-style-type: none"> - Leadership / Leader - Advocate / Self-advocacy - Collective Leadership
Points of Knowledge (things you should be able to teach/repeat to other people)	<ul style="list-style-type: none"> - Participants will be able to articulate who Claudette Colvin is and why her work is important and how her leadership is connected to CAPVEE. - Each of the principles (CAPVEE) - Participants can articulate the difference between “Power with” and “Power over”
Calls to Action	<p>Participants can identify at least 2 ways they have or can advocate for themselves (including asking for help and identifying when they have been wronged)</p>
Movement Moments	<ul style="list-style-type: none"> - Mari Copeny “Little Miss. Flint” (youth in Flint, Mi and organized clean water activism)
Lesson Plans	<p>Unit 6</p>

UNIT 7: [Ujamaa] : Fenty/Black Marxism + Popular Economics (supplemental/specialized curriculum)	
<ul style="list-style-type: none"> - Collective Economics - Financial Power - Financial Literacy & Sustainability - Entrepreneurship/ BIPOC-Owned businesses - Fashion for Social Change 	
Core Learning Outcomes (things you should understand)	<ol style="list-style-type: none"> 1. Participants will be able to understand that money is energy 2. Participants will understand that their mindset of money will impact how they view money and use money 3. Participants will identify their money story and thinking around their language of money ** 4. How they block abundance 5. Giving is apart of the spending cycle; giving back -- giving back is apart of abundance “The more we receive the more we can give” ** 6. Separating value and money “Black Capitalism is not going to save” 7. Looking at wealth and how it is viewed and the relationship between wealth and money 8. Understand and identify their skills and talents 9. Having a discussion around the tensions between having boundaries around what should be monetized and what can be a passion project
Definitions/Terms	<ul style="list-style-type: none"> - Passive income - Generational wealth - Abundance - Ujamaa - Entrepreneurship - Living Wage vs Minimum Wage - Black Marxism
Points of Knowledge (things you should be able to teach/repeat to other people)	<ul style="list-style-type: none"> - Participants will be able to articulate what a money mindset is and where it comes from. <ul style="list-style-type: none"> - Difference between scarcity and abundance mindset - Financial well-being is a part of self-care.
Calls to Action	<ul style="list-style-type: none"> - Introduction to a financial goal planning tool (with next steps as Freedom Coach follow-up) document

Movement Moments	- The Fight for 15 /the minimum wage campaigns
Lesson Plans	Unit 7

Topics to touch on:

- Cultural Education
- Expression (art & self)
- Gender Justice
- Mental health
- Indigenous cultures--Restorative Healing Practice

Appendix:

Evaluation Tool/Facilitator Tool:

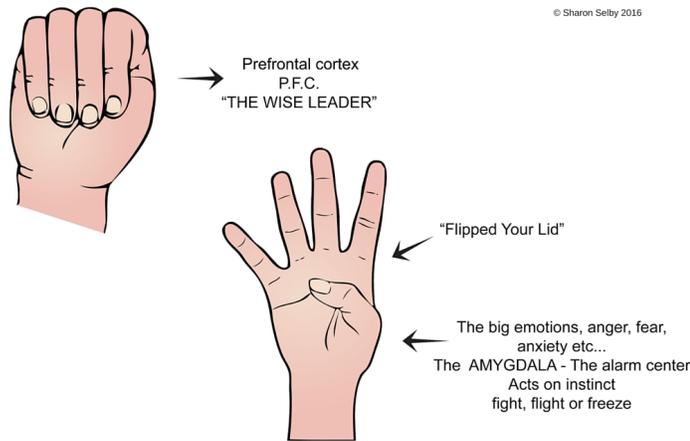
- Social-Emotional Core Competencies (CASEL) <https://casel.org/core-competencies/>
 - Self-awareness
 - Self-Management (impulse control, organization...)
 - Social Awareness (empathy, communication...)
 - Relationship skills
 - Responsible Decision Making
- Principles of Movement Building

Activities

- Gender Box (Unit 3)
- Reflect on how violent systems have impacted them generationally
- Collective creative project on radical visioning.
- Public reading of the play, *Pipeline* by Dominique Morriseau(Unit 5)

Notes:

- We should pull from what our partners and other folks we respect have already created; what resources do we already have or can reach out and ask for that supplement this curriculum?
- Terms to add to the POP Working definition sheet: ageism, colorism, ableism, femmephobia, xenophobia



Adapted from Dr. Daniel J. Siegel's Hand Model of the Brain found in *Mindsight: The New Science of Personal Transformation* (Bantam Books, 2010)

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- Xinachtli--has a framework that touches every unit
 - Use the 4 directions
 - Each unit is based on a word connected to the tradition they are teaching
 - Rites of passage rooted
 - Rooted in Myan tradition--based on a circle and split into sections, and each section is a unit
- Rooted Culture:
 - Ancestral heroes
 - Movement culture
 - A way we talk about social movements
 - African centered cultural model
 - African and indigenuos cultural blend
 - African roots of circle...
- How can we connect to cultural practices and traditions in each unit
- This is a place where everyone can bring their own pieces to the space
- There are 5 directions; 5th direction is center/self/Spirit
 - How can we incorporate elements into each culture
 - Feels important to have a through-line connected in this way
 - Each direction is associated with different elements as well (earth, air, water, fire)
- They use Myan language--this is powerful and decolonizing, teaching to express self in words that are not English (just the name is culture)
- What's an afro-indigenous framework we would like to play with???
 - The 4 directions--connected to the elements and to animal spirits
 - The elements

- Could start with each element and flow out from there and what we can add within each element
- Book: Woman Who Glows in the Dark (curandera)
- Native American Medicine Wheel
 - East-Air
 - Mind knowledge, new beginning, abstract learning, inspiration, new beginnings, new ideas, the energy to do and begin
 - West-Water
 - Emotions, intuition, dreams, introspection healing
 - South-Fire
 - Energy, spirit, passion , activity, family
 - North-Earth (plant/soil)
 - Stability, manifestations, structure, discipline
 - Spirit-Center (above, below and within)
 - Grounding, centering, transformation, source
- African Traditions
 - Rites of passage--centering the body
 - Head, heart,
 - Energy centers in the body (similar to the Eastern cultures)
 - African Diasporic traditions
 - Voodoo
 - Santeria
 - Book: The Healing Wisdom of African, by Malidoma Patrice Some
 - The 5 elements
 - Rituals (connected to the elements)
 - Community--big part of healing
- Incorporating ancestors throughout the curriculum from the perspective of healing and loss and how we hold and move through loss and relate to people they have lost in a different way
 - Very powerful for young people to explore processes loss in different ways
- We will become ancestors when we transition as well--some units are named after ancestors
 - Each curriculum has been passed down - ancestors led us here
- Language/Words to
 - Sankofa
 - Ujima
 - Ujamaa
- How can we incorporate spirit into each of these units

- How do we uplift these cultures and practices and create our unique framework in a respectful
- Ujamaa unit - Being able to go through the process of having a vision to a service or product that can be compensated (Supplemental program (ie bootcamp)
 - Visioning momentary success in the form of an abundance board
 - Developing short-term and long-term financial goals and identifying the source of support (funders, scholarship, their own pockets)



PRINCIPLES OF LEADERSHIP

COOPERATIVE

We work together and create inclusive spaces.

ACCOUNTABLE

We take responsibility for our actions. We have integrity & honor our word.

PERSEVERANCE

We remain committed even when things get hard.

VULNERABLE

We model openness and authenticity, and have the courage to show up imperfectly and allow others to do the same.



ETHICAL

We understand right from wrong. We behave with authenticity and respect.

EFFECTIVE

We get stuff done!

Sample Lesson Plan
Unit 1 Curriculum

“Sankofa”

(Go back and fetch it) -

[Beatrice Medicine, Anacaona, Regina Brave, Hanna Harris--Northern Cheyenne]

- History and Introduction of organization *Have a consistent land acknowledgement
 - Restorative practices and circle keeping
 - Identity and Socialization
 - Systems of Oppression: White Supremacy, Colonialism
 - Black Feminism? Womanism?

Who Grounds Us (click their names for more info):

Beatrice Medicine: a [scholar](#), [anthropologist](#), and educator known for her work in the fields of Indigenous languages, cultures, and history. Medicine spent much of her life researching, teaching, and serving Native communities, primarily in the fields of [bilingual education](#), addiction and recovery, mental health, tribal identity, and women's, children's, and [LGBT community](#) issues

Anacaona: also a poet and composer, from modern day Haiti (Leogane) and is accordingly memorialized in contemporary art and literature across all the Caribbeans. Known as Golden Flower, was a [Taíno cacique](#) (chief), religious expert and poet born in Xaragua. Under Anacaona's rule, the Spaniard settlers and Xaragua people coexisted and intermarried. She was betrayed and killed by Spanish Governor Nicolas de Ovando.

Regina Brave: is an [Oglala Lakota](#) activist who lives at the [Pine Ridge Indian Reservation](#) in [South Dakota](#). She was at the [Dakota Access Pipeline Protests](#) in 2016 and 2017 and [Wounded Knee incident](#) in 1973

Hanna Harris - Native woman who's disappearance and murder helped expose the lack of attention paid to crimes occurring against Native women. Because of what happened to Harris and the lack of resources and help when it comes to other native women like her, [Senator Steve Daines](#) announced in 2018 that May 5, 2018 would be the National Day of Awareness for Missing and Murdered Native Women.

Lesson 1: Welcome

- History and Introduction of Organization
- **Pair Sharing**
 - Designed to help people open up more in a group, and get folks on the same page
 - Often done on the first day of programming
 - Gives participants an opportunity to share in smaller groups, then smaller groups can share with the larger group.
 - Can be used with zoom, via breakout rooms
- Restorative Practices & Circle Keeping
- **Principles and Personalities**
 - When conflict comes up, how to we handle it together in a way that maintains group cohesion; using principles and personalities as a tool for Conflict Protocol
 - Very relevant for RJ practice - normalizes conflict; acknowledges that it can be really generative, not corrosive

Lesson 2: Who, What, and How of Me & You

- Identity and Socialization
- **Personality Snap-Shots**
 - Asking young people to choose a couple of personality traits and create them (via phone) so that they can be stacked lateIdentity and Socialization
 - Systems of Oppression: White Supremacy, Colonialism; different photos are taken to represent each personality trait
 - A way to think about how we embody personality traits and what they look like when we practice them
 - Young people can use cell phones to take these photos
- **Identity Mapping**
 - Complete identity maps keeping in mind the following identity categories;
 - Race/Ethnicity, Skin Shade (Color), Gender, Sexual Orientation, Socio-economic Status, Age, Education Level, Mental Health, Ability, Immigration Status, Nationality, Religion/ Spirituality, Political Ideology, Body Type, Height

Lesson 2.1: Identity & Socialization Pt.2

- **Identity Exploration via the 4I's of Oppression & Poetry**
 - Break down the 4I's of Oppression
 - Create poetry using the I Am From Template. The purpose of the poem is to help young people strengthen their ability to express the different identities they hold.

Lesson 1: Welcome

Goal: The end goal of the workshop is to provide an introduction of organization and Circle process to the youth participants and for group members to get to know each other, as well as establish consensus on group values.

Objectives: By the end of the lesson, participants will be able to...

- Understand who and what organization represents.
- Understand the origins of circle process and identify the core values of circle-keeping.
- Engage in creating values and building group consensus.
- Participants will share their expectations for the program going forward.

Materials:

- **Zoom Link:**
- **Playlist:**
- **Welcome Packets**

Cybersecurity Rules: (will share this in the chatbox) -

- 1. Keeping the good vibes. No shaming putdowns or bullying of any kind will be tolerated.
- 2. Confidentiality. Only post videos or photos of yourself or people who have given you permission to share their image on your social media.
- 3. Please send a message to a facilitator, if you need support regarding any mental health needs.

Community Guidelines, How - To's, and Security

- *Things to Know*

- Please Mute Your Mic - How to Mute your Mic on Zoom Link [Here](#)
- Type or Talk - Your choice!
- If you would like to chat privately with anyone it is allowed. The link on How to talk privately is [here](#).

Virtual Guidelines/Group Norms:

- Remember our RJ (Restorative Justice) Values -
 - Speak From the Heart
 - Listen From the Heart
 - Speak With Respect
 - Listen With Respect
 - Stay in Circle (in this case the chat, please don't leave abruptly)
 - Respect Confidentiality *share ideas, not personal stories
 - **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**
 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: Welcome & Introduction
[Estimated Total Time: 90 min]

- I. **Opening Circle (10 min)**
 - A. Check-In: Say your name, pronouns
 - B. Introduce circle practice, the talking piece, and its purpose. Encourage participants to find something around them that they can use as a talking piece for each of our workshops.
 - C. Share quote about circle by Black Elk, a Native American elder and healer (medicine man) who lived from 1863-1950
 - D. Land Acknowledgement: Tequesta, Seminoles, Miccosukee, Leni-Lenape(NYC). Break down why this is important, why we acknowledge the land, and why we are in solidarity with all indigenous peoples.
 - E. Review Agenda

- II. **Orientation (15 min)**
 - A. Introduce organization and what is this space--provide one-pagers & palm cards(virtual/share in chat)
 - B. Explain restorative justice, circle process, and why we practice this--Share the history of restorative circle process--Canada and Native Tribes
 - C. Explain confidentiality guidelines, value setting and principles.
 - D. Provide participants with Welcome Packets, let them know this is their first assignment and these packets are due back by the next workshop.

- III. **Value Setting & Group Agreements (30 min)**
 - A. Review and discuss RJ Values
 - B. Using the whiteboard, participants will share the values they would like to contribute to the space
 - C. Participants will build consensus around these values

- IV. **Expectations and Accountability: (10 min)**
 - A. Participants will review group accountability measures and decide how to proceed in creating group agreements for this space
 - B. Using post-it notes (via Google Sheets), the youth will share their expectations of the program, and what they want to get out of the process.
 - C. The youth will determine their own accountability process and decide as a group how it will be implemented.

- V. **Organization Principles and Personalities (10 min)**
 - A. When conflict comes up, how do we handle it together in a way that maintains group cohesion? Explore this question with participants using principles and personalities as a tool for Conflict Protocol
 - B. Let participants know that these practices are a guide to help us in our RJ practice. They help us to normalize everyday conflict and allow us to actively decolonize how we approach managing conflict.

VI. Activity: Group Share (10 mins)

- A. Break participants into small groups, these will be their groups for the duration of the program.
- B. Have them get to know each other, using the following prompts:
 - a. Create a name for your group
 - b. Make sure to introduce yourselves to each other
 - c. Come back into space with a name for your group, and a chant for that name means to you, and how your group will model the principles, personalities, and values
 - d. Make sure to pick a person from each group to share back, or the entire group can share together!
- C. *Try to have this part recorded if participants are ok with it.

VII. Closing Circle (5 min)

- A. Thank everyone for showing up, talk about what the next lesson will be; and make sure they complete their Welcome packets and have them for the next workshop.
- B. Teach/Lead-in Assata chant, call and response style 3x, from a whisper to normal tone, to LOUD!
 - 1. It is our duty to fight for our freedom
 - 2. It is our duty to win
 - 3. We must love each other and protect each other
 - 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Lesson 2: Who, What, and How of Me & You

Goal: To be able to critically analyze all of our different identities, how our identities are experienced and perceived, and how we can create tools to manage these experiences and not internalize or actualize their impact on us.

Objectives: By the end of the lesson, participants will be able to...

- Be able to identify the various identities that make up who they are
- Be able to reflect on and share how they see themselves in the world and how others see them
- Be able to understand the beauty of our differences and how to not 'other' one another and embrace all that makes us who we are.
- Engage in team-building activities to foster group work and practice cultivating joy.

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**
- **Google Sheets Presentation for Identity Mapping**
- **I AM From Template (linked in doc)**
- **Oppression (-isms)**

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 - One Mic - Respect the person talking (in lieu of Respect the Talking Piece)
 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: Identity & Socialization
[Estimated Total Time: 90 min]

- I. **Opening Circle (10 min)**
 - A. Formally open and welcome everyone to the space and have everyone sign in.
 - B. Land Acknowledgement: Tequesta, Seminoles, Miccosukee. Breakdown why this is important, why we acknowledge the land, and why we are in solidarity with all indigenous peoples.
 - C. Review Agenda
 - D. Break participants into their affinity group and have them respond to this check-in question: Share one thing we wouldn't know about you just by looking at you.
 - E. Come back into the space and have each group share back one of the traits that were shared.

- II. **Identity & Socialization: Breaking it down (10 min)**
 - A. Let's define! What comes up when you hear the words identity & socialization?
 - B. Have them discuss how they define each of these words and then go through the "official" definition and compare.
 1. Socialization- The process a person goes through to learn the behaviors that are acceptable in their society.
 2. Identity- who a person is, or the qualities of a person or group that make them different from others.
 3. Question to explore: Are our identities shaped by how we are socialized, or are the ways that we're socialized shape our identity?

- III. **Favorite Things (5 mins)**
 - A. Let's take a quick look at how we can redefine perceptions about our identities using the things that are typically considered to be normally accepted for everyone to engage in and with.
 - B. This is a clip from actress Nikki Beharie signing a version of "My Favorite Things," originally sung in the musical "The Sound of Music." Here she switches up the style of the song to vocally reflect things that she personally loves, and considers to be her favorite things. Re-visioning the form of the song into a stylized, jazz-type tempo, she is actively re-defining the song to reflect her personality and identity.
 - C. <https://www.instagram.com/tv/CFseH8GAC4a/?igshid=we8tsba1e245>

IV. Personality Snap-Shots (10 mins)

- A. Let's try something similar. Choose a few of your own personality traits and express them in a visual way (via phone or illustration)
- B. Prompt participants to take different photos of themselves, and either draw them, or write about them in a creative way (song, poem, short story, etc.); to represent their favorite personality trait.
- C. Let them know it's ok if they don't finish, and encourage them to finish it later and bring it to share at the next workshop.

V. Identity Mapping (35 min)

- A. Now that we understand our identities, how we are socialized, and what we love about our different personalities; we're now going to map out our identities as a group to see exactly where we align ourselves or don't.
- B. Each participant will complete their identity circles keeping in mind the following identity categories;
 - a. Race/Ethnicity, Skin Shade (Color), Gender, Sexual Orientation, Socio-economic Status, Age, Education Level, Mental Health, Ability, Immigration Status, Nationality, Religion/ Spirituality, Political Ideology, Body Type, Height
- C. Next, participants will participate in an activity to map out their identities in a reflective way
- D. Facilitators will list the various identity categories on Google Presentations and participants will place sticky notes with their affinity group names based on how they respond to the prompts.
 - a. *NOTE: These identities are not a complete or definitive list of all the identities we may represent/feel/explore. Facilitators should ask participants if there are any identities that they feel need to be added. Facilitators will go through each identity explaining what they are and how they might show up in their lives.*
 - b. ****Facilitators will need to populate the sticky notes with the participants Affinity group names before the presentation****
- E. Facilitators will read out prompts and participants will move their affinity group sticky notes to the identity that best fits how they feel about the statement.
- F. Participants are encouraged to choose one identity, but are open to select multiple, given that selecting one identity may be difficult and can create discomfort.
- G. After each prompt, facilitator(s) will ask folks to share out about why they chose to stand near a certain identity.
 - a. *Note: Important to note safe space guidelines and for individuals to speak from their own truth and experiences.*
- H. Prompts - Place a sticky-note on the slide that goes with the Identity that..
 - a. People first see when they meet you
 - b. You take the most pride in

- c. You think about the least
- d. People ask you questions about the most
- e. You think about on a daily basis
- f. You want to explore/ understand more
- g. Connects you to family or ancestors
- h. Feels threatened
- i. Feels valued
- j. Was most emphasized or important in your upbringing
- k. Grants you the most privilege

VI. Reflection/Debrief (10 min)

- A. How did it feel to do this activity? Did anything resonate for you?
- B. Was there a prompt that you thought twice about? Were you surprised at an identity you placed? What stood out to you?
- C. Was there anytime you felt stuck between more than 1 identity? If so, which did you choose?

VII. Closing Circle (5 min)

- A. Thank everyone for showing up, talk about what the next lesson will be; and if they haven't finished/turned in their Welcome Packets let them know to bring it to the next workshop, if they don't have it next time they will not be able to attend workshops moving forward.
- B. Also encourage them to bring their finished Personality Snap-shots, and Identity Exploration poems to share at the next workshop.
- C. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 - 1. It is our duty to fight for our freedom
 - 2. It is our duty to win
 - 3. We must love each other and protect each other
 - 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Lesson 3: Identity & Socialization Pt.2

Goal: To be able to critically analyze all of our different identities, how our identities are experienced and perceived, and how we can create tools to manage these experiences and not internalize or actualize their impact on us.

Objectives: By the end of the lesson, participants will be able to...

- Be able to identify the various identities that make up who they are
- Be able to reflect on and share how they see themselves in the world and how others see them
- Be able to understand the beauty of our differences and how to not 'other' one another and embrace all that makes us who we are.
- Engage in team-building activities to foster group work and practice cultivating joy.

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**
- **Oppression Isms Definitions**

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 - Speak From the Heart
 - Listen From the Heart
 - Speak With Respect
 - Listen With Respect
 - Stay in Circle (in this case the chat, please don't leave abruptly)
 - Respect Confidentiality *share ideas, not personal stories
 - **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**

- Lean in to Creativity
 - Challenge yourself!
-

Agenda: Identity & Socialization
[Estimated Total Time: 90 min]

- I. **Opening Circle (10 min)**
 - A. Formally open and welcome everyone to the space and have everyone sign in.
 - B. Land Acknowledgement: Tequesta, Seminoles, Miccosukee. Breakdown why this is important, why we acknowledge the land, and why we are in solidarity with all indigenous peoples.
 - C. Review Agenda
 - D. Break participants into their affinity group and have them respond to this check-in question: Share one thing we wouldn't know about you just by looking at you.
 - E. Come back into the space and have each group share back one of the traits that were shared.

- II. **Identity & Socialization: Breaking it down (10 min)**
 - A. Let's review what we've learned about our identities and how we're socialized! What comes up for you now when you hear the words identity & socialization?
 - B. Have them discuss how they define each of these words and then go through the "official" definition and compare.
 1. Socialization- The process a person goes through to learn the behaviors that are acceptable in their society.
 2. Identity- who a person is, or the qualities of a person or group that make them different from others.
 3. Question to explore: Are our identities shaped by how we are socialized, or are the ways that we're socialized shape our identity?

- III. **Reflection Moment: Journal (15 mins)**
 - A. After learning and understanding the different aspects of identity and socialization, what has shifted for you in your idea of self?
 - B. Take this moment to reflect and journal your thoughts.

- IV. **Identity Exploration Activity (45 mins)**
 - A. Thinking about how we're socialized, and the identity maps we filled out, we will create poetry using the I Am From Template.
 - B. Before we write, let's explore the different types of oppression we come face to face with in society and discuss how these oppressions may or may not be connected to how we express our identities, and how we're socialized to either reject or perform these oppressions in our society.
 - C. We call these the 4I's of Oppression

- a. **Oppression:** A form of injustice that occurs when one social group is subordinated while another is privileged. Oppression is maintained by a variety of different structures including socialization, stereotypes and institutional rules.
 - b. **Ideological:** The ideas and stereotypes that shape how we think about and look at one another
 - c. **Institutional:** The way that companies, governments, schools, and businesses uphold these ideas and stereotypes. Example, School Administration treating young people differently based on their race or gender, Black/Brown girls being overly punished for the way they dress or do their hair, etc.
 - d. **Interpersonal:** How people treat each other based on their acceptance of these stereotypes and ideas as fact.
 - e. **Internalized:** Stemming from all the oppressions listed above, how we begin to treat ourselves and believe these ideas and stereotypes. When we accept these things that other people believe to be true, we begin to belittle and not see ourselves for we truly are and act in ways that perpetuate (keep up/keep going) these beliefs.
 - f. If you have trouble remembering the definitions, a trick to understanding these terms is to look at the root word of each oppression
 - i. Ideological = Ideas, or ways of understanding
 - ii. Institutional = An organization, company, club, or group.
 - iii. Interpersonal = Person to person interactions
 - iv. Internalized = Think of the word internal, meaning this is happening inside of you.
- D. Thinking about these oppressions, and using our identity maps let's create our poems. The purpose of this poem is to help participants strengthen their ability to express the different identities they hold.
- E. Ask one or two participants to share their poem to the group. Let them know it's ok if they didn't finish, and encourage them to finish it and bring it to share at the next workshop.

V. Closing Circle (10 min)

- A. Thank everyone for showing up, talk about what the next lesson will be; and if they haven't finished/turned in their Welcome Packets let them know to bring it to the next workshop, if they don't have it next time they will not be able to attend workshops moving forward.
- B. Also encourage them to bring their finished Personality Snap-shots, and Identity Exploration poems to share at the next workshop.
- C. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 1. It is our duty to fight for our freedom
 2. It is our duty to win
 3. We must love each other and protect each other

4. We have nothing to lose but our chains

Debrief

Attendees:

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Pros	
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I Am From Poem

Use this template to draft your poem, and then write a final draft to share on blank paper.

I am from _____
(specific ordinary item)

From _____ and _____
(product name) (product name)

I am from the _____
(home description)

_____, _____, _____
(adjective) (adjective) (sensory detail)

I am from _____,
(plant, flower, natural item)

(description of above item)

I'm from _____ and _____
(family tradition) (family trait)

From _____ and _____
(name of family member) (another family name)

I'm from the _____ and _____
(description of family tendency) (another one)

From _____ and _____
(something you were told as a child) (another)

I'm from _____,
(representation of religion or lack of), (further description)

I'm from _____
(place of birth and family ancestry)

_____, _____
(a food item that represents your family) (another one)

From the _____
(specific family story about a specific person and detail)

The _____
(another detail of another family member)

(location of family pictures, mementos, archives)

(line explaining the importance of family items)

<p>Original Poem: Where I'm From <i>By George Ella Lyon</i> I am from clothespins, from Clorox and carbon-tetrachloride. I am from the dirt under the back porch. (Black, glistening, it tasted like beets.) I am from the forsythia bush the Dutch elm whose long-gone limbs I remember as if they were my own. I'm from fudge and eyeglasses, from Imogene and Alafair. I'm from the know-it-alls and the pass-it-ons, from Perk up! and Pipe down! I'm from He restoreth my soul with a cottonball lamb and ten verses I can say myself. I'm from Artemus and Billie's Branch, fried corn and strong coffee. From the finger my grandfather lost to the auger, the eye my father shut to keep his sight. Under my bed was a dress box spilling old pictures, a sift of lost faces to drift beneath my dreams. I am from those moments-- snapped before I budded -- leaf-fall from the family tree.</p>	<p>Model Poem: Where I'm From <i>By Ms. Vaca</i> I am from bookshelves, from vinegar and green detergent. I am from the dog hair in every corner (Yellow, abundant, the vacuum could never get it all.) I am from azaleas the magnolia tree whose leaves crunched under my feet like snow every fall. I'm from puzzles and sunburns, from Dorothy Ann and Mary Christine Catherine I'm from reading and road trips From "Please watch your brother" and "Don't let your brother hit you!" I'm from Easter sunrises and Iowa churches at Christmas I'm from Alexandria and the Rileys, Sterzing's potato chips and sponge candy. From my Air Force dad's refusal to go to Vietnam, from my mom's leaving home at 17. On a low shelf in my new house is a stack of photo albums, carefully curated by my faraway father, chronicling my childhood. I am from these pages, yellowed but firm, holding on to me across the country.</p>
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Sample Lesson Plan
Unit 2 Curriculum

“Audre Lorde”

- What is Trauma, What are Trauma Responses?
 - What does resilience look like?
 - Healing and Self Care/Community Care
 - Articulate what care means to them
 - Indigenous & African healing techniques
 - Consent/Healthy Boundaries

Who Grounds Us (click their names for more info):

[Audre Lorde](#) (1934-1992), A self-described “black, lesbian, mother, warrior, poet,” Audre Lorde dedicated both her life and her creative talent to confronting and addressing injustices of racism, sexism, classism, and homophobia. Lorde was born in New York City to West Indian immigrant parents. Concerned with modern society’s tendency to categorize groups of people, Lorde fought the marginalization of such categories as “lesbian” and “black woman.” She was central to many liberation movements and activist circles, including second-wave feminism, civil rights and Black cultural movements, and struggles for LGBTQ equality. In particular, Lorde’s poetry is known for the power of its call for social and racial justice, as well as its depictions of queer experience and sexuality.

Lesson 3: Healing, Love, & Self-Care

- What does resilience look like?
- Healing and Self Care/Community Care
 - Articulate what care means to them
- Self-Care Toolkit
 - Participants should be able to identify 3 adaptive coping strategies to support their personal healing.
- Reading of Audre Lorde Texts
- Body Mapping
 - Activity allows space to outline how trauma settles in the body
 - Participants should be able to articulate (words, images) how trauma and resilience shows up in their bodies.

Lesson 3.1: Healing, Love, & Self-Care Pt. 2

- Ritual Recipes
 - Participants can create a DIY self-care “recipes” that can used for managing trauma and instilling resilience

Lesson 4: Storytelling: Who are you/Why are you here?

- What is Trauma, What are Trauma Responses?
 - Indigenous & African healing techniques
 - Consent/Healthy Boundaries
- **Letter Writing to Self**
- **I Was I Am Exercise**
 - A Narrative-based writing exercise using “I” prompts
 - Provide writing prompts that encourage participants to ground themselves in their own existence
- **Amy Amygdala Book Reading**
 - A children's book that breaks down the inner workings of the amygdala and how it works. This will help with the introductory process to learning about triggers and brain functioning.

Lesson 3: Healing, Love, & Self-Care

Goal: To have youth understand the importance of self-care and how utilizing it can be healing. Help them learn different types of self-care and self-love techniques.

Objectives: By the end of the lesson, participants will be able to...

- Know what self-care is and when to utilize it
- Have a toolkit that breaks down the different type of self-care they can do

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**
- **Self-Care Toolkit Worksheet**
- **Sheet of Paper**
- **Drive folder for collective toolkit**

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 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: Healing, Love, & Self-Care
[Estimated Total Time: 90 min]

- I. **Opening Circle (10 min)**
 - A. Formally open and welcome everyone to the space and have everyone sign in.
 - B. Land Acknowledgement: Tequesta, Seminoles, Miccosukee. Breakdown why this is important, why we acknowledge the land, and why we are in solidarity with all indigenous peoples.
 - C. Review Agenda
 - D. Break participants into their group and have them respond to this speech by [Audre Lorde](#).
 - E. Come back into the space and have each group share back using Audre's speech as a guide, respond, ask questions and explain what came up for you when you heard this speech.

- II. **Self-Care for a Black Youth (20 min)**
 - A. Brainstorming activity: What does self care mean to you? How is self care different for a Black/Brown Youth? What are some good self care practices you can think of that could be considered self-care?
Let participants know that the purpose of the brainstorming is to lead into the next activity and it's ok if they don't have any practices in mind yet.
 - B. Building Our Self-Care Toolkit: Throughout our course we will be giving you tools that will help you come up with techniques that will help you process the things that can trigger or cause you trauma. Think about the things, people, activities, etc. that you can do for care, comfort and support (especially in or after traumatic experiences).
 - a. Be sure to note how this thing/activity/etc. is supportive. Example: Hot showers - help me feel clean, warm, safe, get alone time and think/reflect in my head.

- III. **Ritual Recipes (10 mins)**
 - A. Next, let's create some DIY self-care "ritual recipes" that can be used for managing trauma and instilling resilience.
 - B. Using the answers from the brainstorming session, break participants into their affinity groups and have them write out recipes for how to take care of ourselves when triggered.
 - C. Advise participants to write these recipes as instructionals for how to take care, and when thinking of these rituals, use these questions as your guide.
 - a. What is your story?
 - b. Why does it matter to you?
 - c. What are you in the process of unlearning?
 - d. What are you relearning?
 - e. What do you understand about yourself now?
 - f. What do you want to leave behind?

- g. Here is an example: A Ritual for burning it down....*To ensure proper flame, you must create the conditions for a ripe foundation. Step one, dig out what is not needed. To ensure proper flame, you must formulate structure, one that will withstand the flames. Step two: create the frame. To ensure everlasting warmth, you must stoke the fires, they must be fed. Step three, feed your fires, feed your fires, feed your fires, feed your flame.*
- D. Bring folks back in and have them reflect back some of the rituals they came up with.
- E. Make sure to gather these rituals in a google folder or dropbox so we can assemble their toolkits with everything they're creating.

IV. Self-Care Practice: Meditation (10 min)

- A. Next we'll be teaching you all a meditation practice.
- B. Meditation is an important practice to utilize in not only self-care but our everyday lives. Meditation is a spiritual practice. And it's helpful because it allows us to access and acknowledge what is true about our own experiences. From this acknowledgement we can develop confidence in ourselves and our ability to be our best selves. Meditation cultivates relaxation and a deep sense of rest. And it allows the body to renew itself which is important when we're experiencing trauma or stress. Overall, meditation is a mind training. It teaches us that we're not enslaved to our thoughts and that we have the ability to choose.
 - a. Meditation creates a container for us to safely feel the emotions in our bodies and regulate them.
 - b. Lastly, meditation teaches us that we have a choice about how to respond to our emotions.
- C. We want to begin to model different forms of self-care; so for the next 15 mins we will practice meditation, taking time to notice our breath, and also paying attention to the thoughts we have while meditating.
- D. <https://www.youtube.com/watch?v=Zgf2COTsFUA> (start at 8s)
- E. Reflect & Share: Did any thoughts come up for you? Did you react to anything the person guiding the meditation said? Do you think you would be able to find time to be quiet and listen to your thoughts for 5 mins a day?

V. Body Mapping: The Story Of You (25min)

- A. In this next exercise, we will create the narrative of you by developing a visual language using symbols and words that illustrate the answers to a series of prompts that will help us map out where in our bodies we need to focus our healing, and activate self-care.
- B. Our first home was in the body of our mother. After we were born we came to live in our own body, independent yet interdependent....connected to our families, our ancestors; our "people" through our shared genetics, language, culture, memory, land, history and resilience.

- C. Our home bodies live in a white supremacist capitalist patriarchal world that actively seeks to render us invisible, powerless and disconnected.
- D. This occurs through various forms of trauma (violence acted out on our bodies and minds). Our experiences/our stories are often not told, not heard, not believed or told inaccurately by others.
- E. Telling our own stories reconnects us to ourselves, our families and our communities. It validates realities that only we know from our personal experience and allows us to reflect us to ourselves and each other, to seek support for our struggles and to heal the places in us impacted by violence, grief, loss, anger, fear, and disruption/insecurity.
- F. Task Instructions:
 - a. Take a sheet of paper, and draw an outline of your body and with each prompt draw on your “body” where these things lie:
 - i. What does “home” look like to you? Where do you feel it in your body?
 - ii. What do your roots look like? Who or what are they connected to?
 - iii. Where in your body do you feel most grounded?
 - iv. What does the voice inside your head look like? Whose voice is it?
 - v. What does the voice coming out of your mouth look like?
 - vi. Where in your body do you feel the strongest?
 - vii. Where in your body do you feel the weakest?
 - viii. What do you hold close to your heart?
 - ix. Where in your body do you feel the most tension?
 - x. What does that tension look like?
 - xi. What scars do you have on your body? How did you get them?
 - xii. What do you love about your body?
 - xiii. What about your body do you wish you could change?
 - xiv. What is your superpower? Where in your body does it live?
 - xv. Where in your body do you feel the safest?
 - xvi. Where in your body do you feel most afraid?
 - xvii. If you could give one message to the adults in your life what would it be and where would it be on your body?

NOTE: No detail is too small (tell us everything– how does your body relate to itself? Ask participants, if they’re comfortable with sharing their body maps to take a picture of it and email it to the facilitators so we can add it to the virtual toolbox.

VI. Journal Activity: Self-Care Reflection (5 mins)

- A. Take the next 5 mins to think about what we did today, and write down some ways you will utilize your self-care toolbox.
- B. Answer one of the following prompts:
 - a. What is one way you will practice self-care this week?
 - b. What did this lesson teach you about the way you connect with your body?

VII. Closing Circle (5 min)

- A. Thank everyone for showing up, talk about what the next lesson will be; and
- B. Be prepared to share with the group either how you utilized self-care in your week or what you learned about how trauma and triggers affect your bodies, during our next workshop.
- C. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 - 1. It is our duty to fight for our freedom
 - 2. It is our duty to win
 - 3. We must love each other and protect each other
 - 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Lesson 3.1: Healing, Love, & Self-Care Pt.2

Goal: To have youth understand the importance of self-care and how utilizing it can be healing. Help them learn different types of self-care and self-love techniques.

Objectives: By the end of the lesson, participants will be able to...

- Know what self-care is and when to utilize it
- Have a toolkit that breaks down the different type of self-care they can do

Materials:

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 - **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**
 - Lean into Creativity
 - Challenge yourself!
-

Agenda: Healing, Love, & Self-Care Pt.2
[Estimated Total Time: 90 min]

I. Opening Circle (10 min)

- A. Formally open and welcome everyone to the space and have everyone sign in.
- B. Land Acknowledgement: Tequesta, Seminoles, Miccosukee. Breakdown why this is important, why we acknowledge the land, and why we are in solidarity with all indigenous peoples.
- C. Review Agenda
- D. Grounding: [I am Light - India Aire](#)

II. Ritual Recipes (10 mins)

- A. Let's create some DIY self-care "ritual recipes" that can be used for managing trauma and instilling resilience.
- B. Using the answers from the brainstorming session, break participants into their affinity groups and have them write out recipes for how to take care of ourselves when triggered.
- C. Advise participants to write these recipes as instructionals for how to take care, and when thinking of these rituals, use these questions as your guide.
 - a. What is your story?
 - b. Why does it matter to you?
 - c. What are you in the process of unlearning?
 - d. What are you relearning?
 - e. What do you understand about yourself now?
 - f. What do you want to leave behind?
 - g. Here is an example: A Ritual for burning it down....*To ensure proper flame, you must create the conditions for a ripe foundation. Step one, dig out what is not needed. To ensure proper flame, you must formulate structure, one that will withstand the flames. Step two: create the frame. To ensure everlasting warmth, you must stoke the fires, they must be fed. Step three, feed your fires, feed your fires, feed your fires, feed your flame.*
- D. Bring folks back in and have them reflect back some of the rituals they came up with.
- E. Make sure to gather these rituals in a google folder or dropbox so we can assemble their toolkits with everything they're creating.

III.

IV. Journal Activity: Self-Care Reflection (5 mins)

- A. Take the next 5 mins to think about what we did today, and write down some ways you will utilize your self-care toolbox.
- B. Answer one of the following prompts:
 - a. What is one way you will practice self-care this week?
 - b. What did this lesson teach you about the way you connect with your body?

V. Closing Circle (5 min)

- A. Thank everyone for showing up, talk about what the next lesson will be; and
- B. Be prepared to share with the group either how you utilized self-care in your week or what you learned about how trauma and triggers affect your bodies, during our next workshop.
- C. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 - 1. It is our duty to fight for our freedom
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Debrief

Attendees:

Notes

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Cons	
Best Practices	
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Lesson 4: Storytelling: Who are you?/Why are you here?

Goal: To articulate (words, images, voice) how trauma and resilience shows up in their bodies.

Objectives: By the end of the lesson, participants will be able to...

- Participants will understand the impact of trauma on the body and brain and its impact on the amygdala, specifically, and learn tools to counteract the effects.
- Participants will be able to identify various coping strategies and explore which strategies are helpful and harmful to themselves.
- Participants will understand the importance of self-care and utilizing a self-care toolbox

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**
- **Self-care Toolkit**
- **Roots Tree template**
- **Paper**
- **Body Maps**

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Community Guidelines, How - To's, and Security

- *Things to Know*

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 - Speak From the Heart
 - Listen From the Heart
 - Speak With Respect
 - Listen With Respect
 - Stay in Circle (in this case the chat, please don't leave abruptly)
 - Respect Confidentiality ***share ideas, not personal stories**

- **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**
 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: Storytelling: Who are you/Why are you here?
[Estimated Total Time: 90 min]

I. Opening Circle (10 min)

- A. Formally open and welcome everyone to the space and have everyone sign in.
- B. Land Acknowledgement: Tequesta, Seminoles, Miccosukee. Breakdown why this is important, why we acknowledge the land, and why we are in solidarity with all indigenous peoples.
- C. Review Agenda
- D. Break into your affinity groups and read and discuss the poem “Power” by Audre Lorde.
- E. <https://www.poetryfoundation.org/poems/53918/power-56d233adafef3http://>
Preface conversation to participants, remind them to be very present as we read this piece together. Be mindful of your feelings and where they are located in your body
- F. Discussion:
 - a. Point out the trauma in this poem. What are the things that you see/read that are harmful.
 - b. What story is Audre Lorde telling here?
 - c. What visuals or cues stand as evidence to show the story that she’s telling?
- G. Pick one person from your group to share out any of the reflections you all had.

II. Defining Trauma (20 min)

- A. What do we already know about trauma?
- B. Have participants define trauma for themselves and capture their thoughts.
- C. Trauma is...the experience of a real or perceived threat to life or bodily integrity or the experience of a real or perceived threat to the life or bodily integrity of a loved one and causes an overwhelming sense of terror, horror, helplessness, and fear.
- D. 4 Common Post-Trauma Symptoms:
 - a. Re-experiencing/Re-enactment
 - b. Hyper-arousal/ Reactivity
 - c. Avoidance/ Numbing
 - d. Dissociation
- E. We’re going to listen to a portion of a TED Talk by Pediatrician Nadine Burke Harris. Listen as she explains how the repeated stress of abuse, neglect and parents struggling with mental health or substance abuse issues has real, tangible effects on the development of the brain.

- a. When watching this clip, pay close attention and try not to get lost in the academic language that she uses. Listen close when she starts speaking about the different parts of our brain, namely the amygdala and how trauma affects it.
- b. Start @ 4:23-7:43 <https://www.youtube.com/watch?v=95ovIJ3dsNk>
- c. What comes up for you after listening to this talk?
- d. How do you think about trauma now that you understand a bit about how it affects your brain, your mood, and how you process information?

III. Mindfulness & The Brain (25 mins)

- A. We're going to now take a deep dive into mindfulness and our brains. Let's read through this document together.
- B. Trauma, Mindfulness, & The Brain

IV. Letter-Writing to Self (10 min)

- A. Now that we have a good idea of what happens to us when we're experiencing trauma and are triggered by an event, let's add some more tools to our self-care toolkit to manage these experiences.
- B. Think about a time when you were triggered. Thinking about the tools we just learned about write a letter to yourself and how you felt during that moment.
- C. Talk to your past self and tell them what you needed in that moment to move through the emotions that were coming up.
- D. Feel free to get creative, and use some of the characters we talked about in the last activity.
- E. When time is up we will come back into the space and reflect on what came up for us during this activity.

V. I Was...I AM (10min)

- A. Thinking back to our body maps that we made, we want to now come together and share our stories. When we understand each others stories, we are better able to understand how to be in community with one another.
- B. Using your body map, and the I AM template, tell us the story of you. And how you overcame all that weighs on your body and spirit. Come up with a movement that we can all do together as you are sharing your story.
- C. It's ok if you don't finish it today, you can bring it back next week to share.
- D. IAM template:
 - I AM _____ and _____ (add 2 positive characteristics)
 - NOT _____! (add negative self-talk)
 - I love my _____, _____ and my _____ (add 3 positive characteristics)
 - I am great at _____ and _____ (add 2 talents)
 - I believe _____ and value _____ (add 2 values)
 - I am _____ (add another positive character trait)

I am _____ (repeat the first line)

VI. Roots Tree (15 mins)

- A. Now we're going to break out into our affinity groups and create a collective roots tree. Each person will add their own roots to their tree to create a massive example of where we all came from.
- B. As you do this reflect on today's lesson and what we did. Learning of our triggers, traumas, our brains, and telling our stories. When we know and understand where we come from (mentally, spiritually, and physically) then we can better understand, who we are, why we are here, and where we want to go.
- C. Journal/Sketch/Draw the members in your family. How has each person impacted your life? What have they taught you directly and indirectly? How do you apply the lessons learned from them into who you are today?

**NOTE: Family does not have to include only blood relatives.*It's ok if you don't finish it today, you can bring it back next week to share.*

Helpful Resource: <https://www.youtube.com/watch?v=IV2a3xn-jwk>

VII. Closing Circle (5 min)

- A. Thank everyone for showing up, talk about what the next lesson will be; and
- B. Be prepared to share with the group either how you utilized self-care in your week or what you learned about how trauma and triggers affect your bodies, during our next workshop.
- C. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 - 1. It is our duty to fight for our freedom
 - 2. It is our duty to win
 - 3. We must love each other and protect each other
 - 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Brief Trauma Overview

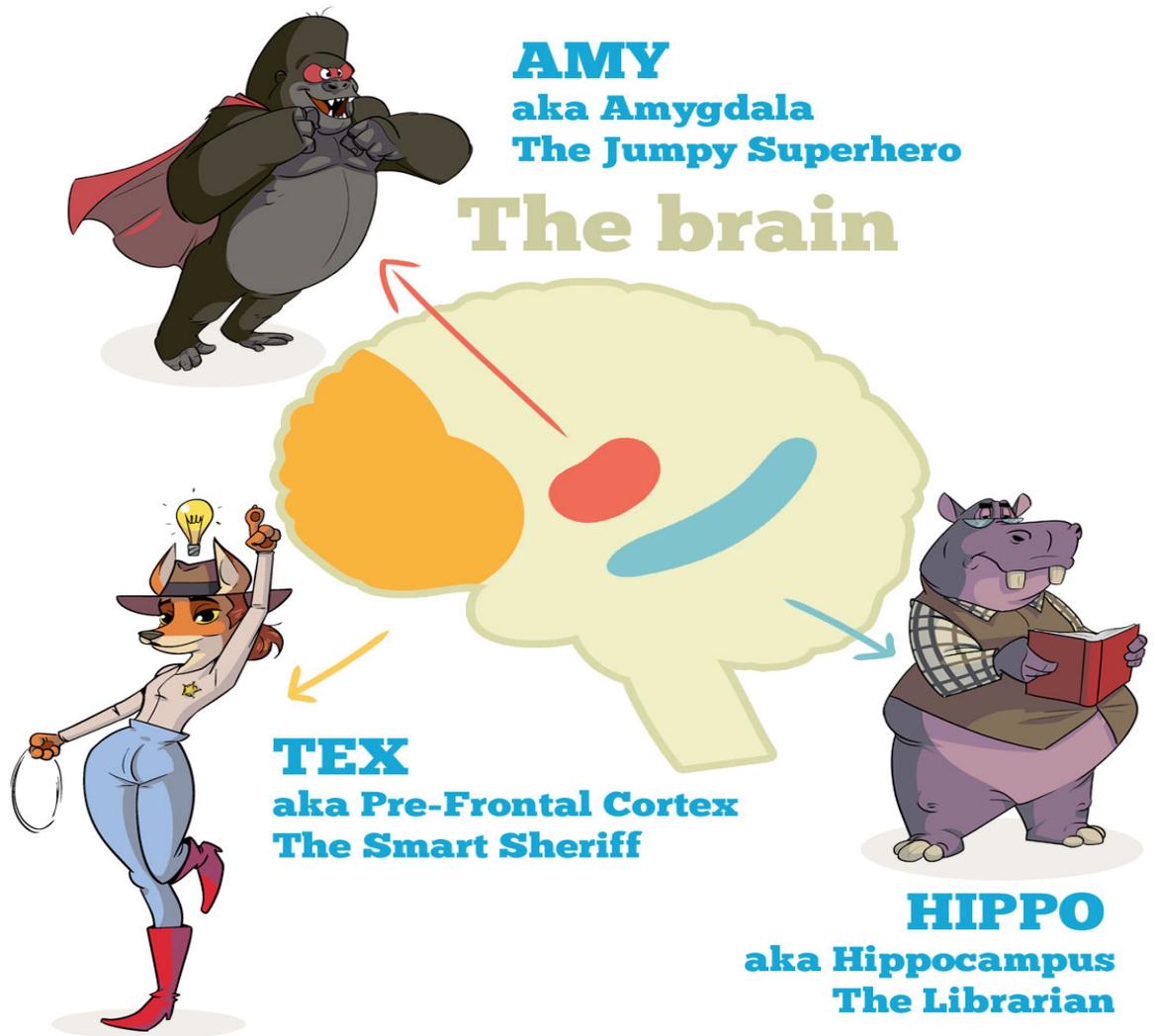
Trauma Reminders (a.k.a. Triggers)

- Things, events, situations, places, sensations, and even people that consciously or unconsciously connect with a traumatic event.
- Reminders of trauma or loss can cause a person to experience traumatic stress reactions (re-experiencing/re-enactment; hyper-arousal/reactivity; avoidance/numbing; dissociation)
- Remember the person may not understand the connection between the reminder and his or her reaction.
- Even years after a traumatic experience a trauma reminder can still have a powerful impact.

Loss Reminders

- In addition to triggers, people who've experienced the loss of an important person in their lives can experience loss reminders, which can include:
 - o “Empty Situations:” a situation in which an important person was supposed to be present, but isn't.
 - o “Shared Activities:” activities such as playing games, listening to music ... that they used to enjoy doing with an important person who's not there. These are often what used to be celebratory or comforting events.

When we understand how traumatic events and situations affect us, we then know how to treat and learn strategies to heal from them. Let's break down the parts of our brains that are affected and how we can utilize a mindfulness practice to overcome and heal our traumas. Note that healing is a lifelong process, you won't get it right the first or even the second time, but continuing to utilize these techniques will ensure that healing will be on the horizon.



TEX

The Smart Sheriff

The Pre-frontal cortex (or TEX for short) is a newer part of the brain that helps us deal with emotions and make wise decisions. She figures out stuff for you and helps you make good choices. She's there to stop you from doing crazy things, for your own good. Tex is like a smart sheriff in your brain. Tex helps us to deal with: thoughts, emotions, and our actions in relation to our goals. She helps us plan and make good decisions. And she helps us with impulse control too, to overcome temptations. She's important and you want to take care of her. How Tex helps

us:When we experience a thought or an emotion, Tex asks: “Will this help us to reach our goals?”If the answer is no ... then Tex will stop you from acting. From doing crazy stuff.If the answer is yes (as in this will help you reach your goals) ... then Tex will allow you to act.This is how the prefrontal cortex or Tex does her work. Sort of like a sheriff in your brain.

Amy

The Jumpy Superhero



Amygdala (Amy) is like a jumpy superhero who tries to protect you at all costs, but often mistakes stress for real threats ... and effectively stops Tex from doing her job.Now why do we have something like this going on in our fancy brains?What is this?It’s called ...

The fight flight freeze response

During a stress response, we disconnect from rational thinking. We shift gears to an impulsive, reactive “fight, flight, freeze” mode.We lose connection to some of our higher brain functions like:self regulation, memory, and mental flexibility. We have a hard time ...focusing,remembering instructions (like conflict resolution skills), controlling impulses, and making good choices.**This is how evolution has wired our brains.**Our brains have evolved to react to danger and overwhelm this way.**WHY?** A long time ago when wild animals hunted us, our brains helped us survive by reacting automatically and instantly to danger.This ancient part of our brains (the Amygdala) still sounds the alarm whenever it believes we are in imminent danger ... and when the

alarm goes off our bodies prepare to FIGHT, BOLT OR FREEZE.

The alarm goes off when we face overwhelming or strong emotions like fear, anger and sadness.

Like for example:when someone says something unkind to you, you get all upset and the Amygdala—the ancient part of your brain—believes you are in danger.

ALARM ALARM ALARM.

We do crazy things when this happens:A kid might say something cruel or unkind when they feel upset.A kid might push another kid or a parent when they get angry.A kid might freeze at school when overwhelmed.A parent might yell at his kid.**It's really hard to make good choices or speak eloquently when your body forces you to fight, bolt, or freeze.**Right?Right.It's no wonder kids and grown-ups do crazy things when this happens.And in a way it's really not the kids fault when it happens. Or yours!

But, how does all this relate to mindfulness practice?This is the important part :-)
This is how ...

Mindfulness helps our brains to do a better job

According to several studies we can practice mindfulness to activate Tex (the Prefrontal Cortex) and Hippo (the Hippocampus) and reduce activation in Amy (the Amygdala) (8). Research also suggests that mindfulness can help Tex and Hippo grow bigger.

While most studies on the neuroscience of mindfulness have been done on adults, preliminary research suggests that mindfulness might have similar effects on Tex, Amy and Hippo for children.

In fact, some argue that mindfulness training is especially important for children, because the prefrontal cortex (Tex) doesn't reach full maturity until around age 25. Research suggests that Tex's development is strongly influenced by childhood experiences, and that mindfulness training might be an effective way to help Tex mature and do her job.

This way Tex & Hippo can help kids: control their attention,manage and respond to

emotions and thoughts, and control impulses. So that they can better deal with difficult emotions and thoughts and ultimately make better decisions. Mindfulness also soothes the Amygdala—the part of the brain that gets aroused reacting to emotions. And studies have shown that people who are more mindful have smaller amygdalas. Research also suggests that mindfulness-based reductions in stress are linked with decreases in amygdala size. **To sum it all up**, mindfulness helps us double-check “bottom-up” emotional reactions that come from Amy with “top-down” attention from Tex so that we can regulate our thoughts and behavior. And Hippo helps us store this information for later use. (keep scrolling there’s more below)

Meet the players



AMY

"The Jumpy Superhero"

She tries to protect us at all costs but often mistakes stress for real threats and stops Tex from helping us stay calm and make good choices.

She sounds the alarm when we face overwhelming or strong emotions like fear, anger and sadness.

For example:

When someone says something unkind to you, you get upset and Amygdala—this ancient part of your brain—believes you are in danger.

ALARM. ALARM. ALARM.

Amy sounds the alarm and you experience the "fight flight freeze response." Your body prepares to **FIGHT, BOLT OR FREEZE**. Uh oh! It's tough to make good choices when that happens.

When the alarm is on, we do crazy things:
We might say something we want to take back.
We might freeze in front of the class.
We might push another kid.

Amy is less jumpy and shrinks after mindfulness training.

TEX "The Smart Sheriff"

Tex is like a sheriff in your brain. She figures out stuff for you and helps you make good, well balanced choices. She helps you deal with emotions and prevents you from doing crazy things.

Like for example:
Have you ever wanted to say something and you realized that saying it would only make things worse? If yes, then Tex was able to help you.

Yay, Sheriff!

Tex is a newer part of your brain and she works together with Hippo to help you learn. When Amy is upset, she can't help you.

Tex is more active and grows **BIGGER** after mindfulness training. This helps her to calm down Amy.



HIPPO "The Librarian"

Hippo stores and recalls memories. He's essential for learning too. When Amy is upset, poor Hippocampus cannot store memories or properly bring them to mind.

Hippo is more active and grows **BIGGER** after mindfulness training.

With mindfulness

With mindfulness training we can make Tex & Hippo more active and even help them grow bigger!

Mindfulness can help you:
calm down,
control your attention,
manage your response to emotions,
and ultimately make better decisions.



Mindfulness and the brain



Mindfulness helps us to focus and calm down. With mindfulness practice the parts of our brains that help us deal with difficult emotions, impulse control and learning get more active.

Mindfulness increases well-being and social skills, and we are better able to deal with stress.

When we're mindful, we get to decide how we respond to life's challenges and we can more easily make good choices.

<https://blissfulkids.com/mindfulness-and-the-brain/>

Sample Lesson Plan
Unit 3 Curriculum

“Alok Vaid-Menon”

- Defining “gender”
- Gender vs Biological Sex
- HX of Gender and the impacts of Colonization on Gender
 - Sexual and Romantic Orientation
 - Gender Expression vs Gender Identity
- Understanding what gender dysphoria is

Who Grounds Us (click their names for more info):

[Alok Vaid-Menon](#): ALOK (they/them) is an internationally acclaimed gender non-conforming writer, performer, and public speaker. As a mixed-media artist ALOK’s work explores themes of trauma, belonging, and the human condition. They are the author of *Femme in Public* (2017) and *Beyond the Gender Binary* (2020). They are the creator of #DeGenderFashion: a movement to degender fashion and beauty industries and have been honored as one of NBC’s Pride 50, Out Magazine’s OUT 100, and Business Insider’s 25 Doers. They are currently an artist in residence at the Annette von Droste Foundation Center for Literature and a Contributing Editor to the White Review.

Lesson 5: Understanding Gender, Sexuality, & Orientation

- Defining “gender”
- Gender vs Biological Sex
- Gender Box
- I Am Poem
- Gender Justice Terminology

Lesson 6: The Coloniality of Gender

- HX of Gender and the impacts of Colonization on Gender
 - Sexual and Romantic Orientation
- Letter Writing to my GNC Friend

Lesson 7: I AM ME

- Gender Expression vs Gender Identity
- Understanding what gender dysphoria is
- Movie Screening
- Flower Crowns for Trans Day of Remembrance

Lesson 5: Understanding Gender, Sexuality, & Orientation

Goal: Participants will learn to understand what gender is. Know the HX of Gender Identities, and understand the differences between Gender vs. Sexuality

Objectives: By the end of the workshop, participants will be able to...

- Participants will understand the difference between gender and biological sex
- Participants explore and understand the different ways we have been socialized and conditioned to understand gender

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**
-

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 - Lean in to Creativity
 - Challenge yourself!
-

Agenda:
[Estimated Total Time: 90 min]

I. Opening Circle (15 min)

- A. Formally open and welcome everyone to the space
- B. Land Acknowledgement (Tequesta, Miccosukee, Seminole--S.Fl; Lenni-Lenape--NYC) & Why is it important to acknowledge this?
- C. Review Agenda
- D. Icebreaker Poem: Who I Am; Write a poem describing who you are. Each line of your poem must begin with "I AM" We will spend the first 10 mins writing and the last 5 sharing our pieces.

II. Activity Gender Box (30 min)

- A. Draw a box in the center of chart paper. (This box will represent "All girls...Images")
- B. Draw a smaller box inside of the first box. (This box will represent "Black girls...")
- C. Ask participants to complete the following sentence stems based on messages that they've received from other people like boys, tv, songs/radio, Instagram and society:
 - a. All girls are _____.
 - b. All girls should _____.
 - c. Write the responses **INSIDE** the bigger box.
- D. Ask participants to complete the following sentence stems based on messages that they've received from other people like boys, tv, songs/radio, Instagram and society:

All girls are not _____.

All girls should not _____.

Write the responses **OUTSIDE** the larger box.
- E. Ask participants to complete the following sentence stems based on messages that they've received from other people like boys, tv, songs/radio, Instagram and society:

All Black girls are _____.

All Black girls should _____.

Write the responses **INSIDE** the smaller box.
- F. Reflect upon what came up for them while participating in this activity. Speak to the way we've been conditioned to understand gender as binary, rather than a spectrum.

II. Reflection + Introspection: Gender Justice Terms (20 mins)

- A. Gender Justice Terminology
- B. Let's break these terms down together and come up with our own language to define them.

- C. For 10m you all will break out in your Groups and create a 5 min skit, using the terms and utilizing what we have learned in the Gender Box Activity. Don't worry if you don't finish you'll have time to work on this again.

III. Break: Let's take a breath (10 mins)

- A. Come back in ten!

III. Connecting the Dots: Gender and Sexuality (10 mins)

- A. We're going to watch a video that breaks down and helps us to understand the difference between Gender, Sex, and Sexual Orientation. We can also utilize our Gender Unicorn to help us with this!
- B. Definitions:
- C. Gender Identity: Gender Identity: One's internal sense of being male, female, neither of these, both, or another gender(s). Everyone has a gender identity, including you. For transgender people, their sex assigned at birth and their own internal sense of gender identity are not the same. Female, woman, and girl and male, man, and boy are also NOT necessarily linked to each other but are just six common gender identities.
- D. Gender Expression/Presentation: The physical manifestation of one's gender identity through clothing, hairstyle, voice, body shape, etc. Most transgender people seek to make their gender expression (how they look) match their gender identity (who they are), rather than their sex assigned at birth.
- E. Sex Assigned at Birth: The assignment and classification of people as male, female, intersex, or another sex based on a combination of anatomy, hormones, chromosomes.
- F. Sexually Attracted To: Sexual Orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth.
- G. Romantically/Emotionally Attracted To: Romantic/emotional orientation. It is important to note that sexual and romantic/emotional attraction can be from a variety of factors including but not limited to gender identity, gender expression/presentation, and sex assigned at birth.
- H. Sex vs Gender vs Sexuality (video) <https://youtu.be/XN-wD8O9tRI>
 - 1. This video talks about the differences between gender, sex, and sexual orientation.
 - 2. At different points in the video we will break down and discuss what's being presented so folks have a clear understanding.

3. Have time for folks to reflect amongst themselves and with the group.

IV. Closing (5 min)

- A. Thank everyone for showing up, talk about what the next lesson will be.
- B. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 1. It is our duty to fight for our freedom
 2. It is our duty to win
 3. We must love each other and protect each other
 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Lesson 6: The Coloniality of Gender

Goal: Participants will understand the history of gender and colonization and be able to articulate and explain the differences between gender identity, gender expression, sexual orientation, and romantic orientation.

Objectives: By the end of the workshop, participants will be able to...

- Participants will understand the history of gender, including the existence of gender variance, specifically in Indigenous and African communities.
- Participants will understand the differences between gender identity, gender expression, sexual orientation, and romantic orientation.

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**

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 - **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**
 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: The Coloniality of Gender
[Estimated Total Time: 90 min]

- I. **Opening Circle (10 min)**
 - A. Formally open and welcome everyone to the space
 - B. Land Acknowledgement (Tequesta, Miccosukee, Seminole--S.Fl; Lenni-Lenape--NYC) & Why is it important to acknowledge this?
 - C. Review Agenda
 - D. Icebreaker Activity: Watch this [video](#) and in 3 words express what comes up for you after viewing.

- II. **Breaking Down Gender Identity & Expression (20 min)**
 - A. Gender Justice Terminology
 - B. We're going to review these terms again, and go back through the definitions we outlined.
 - C. After a quick review we're going to watch this [video](#) that explores how Indigenous communities define their gender identities.
 - a. After the video discuss:
 - i. What comes up for you after watching this?
 - ii. Have you ever been in a community with someone who had a different gender identity than you?
 - iii. If you had a friend who was being bullied or harassed bc of their gender identity how would you react?

- III. **Workshop Activity: Letter to a friend (20 mins)**
 - A. As we move into the next activity hold on to the response from your last question.
 - B. We're going to read this blog post by writer and gender justice advocate Alok-Vaid Menon. Their blog post, [call me they](#) explores the experience of not having their gender identity acknowledged while in the public eye.
 - C. After we read and share together you will break out into your groups and collectively write Alok a letter in response to their experience.
 - D. Focus on the things you've learned so far about gender identity, and expression.
 - E. Choose someone to read your letter when we come back into space.

- IV. **Sharing + Reflection (5 min)**

- V. **Break (10 min)**
 - A. Let's take a quick break and come back in 10!

- VI. **Colonization + Gender: How are they connected? (20 min)**
 - A. Where do we get the idea that we are only men, or women?

- B. When we say Colonization, we mean the systemic way in which Western cultures values and ideology was imposed on indigenous peoples around the world, and the impact this had on our society.
- C. [The Coloniality of Gender](#) even though this film is coming from a white cis-male perspective, it breaks down in a very clear way; how gender has been colonized.
- D. *Walk through the video with participants and break down larger themes and terms as they come up.

VII. Closing (10 min)

- A. Thank everyone for showing up, talk about what the next lesson will be.
- B. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 1. It is our duty to fight for our freedom
 2. It is our duty to win
 3. We must love each other and protect each other
 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Lesson 7: I AM ME

Goal: Participants will understand the fluidity of gender and sexuality.

Objectives: By the end of the workshop, participants will be able to...

- Participants will understand the fluidity of gender and how the current binary is a tool and function of White Supremacy.
- Participants will understand how language has been weaponized in regards to gender and its relation to gender dysphoria.

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**

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 - **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**
 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: I Am Me

[Estimated Total Time: 90 min]

I. **Opening Circle (10 min)**

- A. Formally open and welcome everyone to the space
- B. Land Acknowledgement (Tequesta, Miccosukee, Seminole--S.Fl; Lenni-Lenape--NYC) & Why is it important to acknowledge this?
- C. Review Agenda
- D. Icebreaker-Story Share: Tell us something about yourself that we wouldn't know by just looking at you.

II. **I AM ME-Film Screening + Discussion (45 min)**

- A. Today we're going to view the short film, [I AM ME](#). Created for educators that teach with LGBTQ+ young people, we're going to listen to the stories of young people who are queer, and understand what they experience in school, and community.
- B. While watching feel free to engage in the chat, and ask questions.
- C. *Facilitators have Gender Unicorn & Gender Justice Terminology sheets handy to remind folks in the space of the terms. Make sure to find moments to pause for clarity and introspection.

III. **Reflection + Share (10 min)**

- A. Each person share a one word reflection about the video.
- B. What were some of your reactions from the video?
- C. Did you learn anything new?
- D. Did anything surprise you or resonate with you?

IV. **Activity: Flower Crowns for Trans Day of Remembrance (15 mins)**

- A. With the question of "What makes you feel empowered?" In mind and thinking about what we learned from the film, we will decorate and make flower crowns in a way that answers this question.
- B. The crown will visually and symbolically tell this story and symbolize our solidarity with Trans folks.
- C. The participants and facilitators will share the story of how their crown came to be and how it represents an answer to the question above.
- D. *This activity can also happen while watching the film

V. **Closing (10 min)**

- A. Thank everyone for showing up, talk about what the next lesson will be.
- B. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 - 1. It is our duty to fight for our freedom
 - 2. It is our duty to win
 - 3. We must love each other and protect each other
 - 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Gender Justice Terminology List

Cisgender: Term for someone who identifies with the gender they were assigned at birth.

Gender expression: External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

Gender-fluid: According to the Oxford English Dictionary, a person who does not identify with a single fixed gender; of or relating to a person having or expressing a fluid or unfixed gender identity.

Gender identity: One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

Gender Non-Conforming: Also known as “GNC,” those who identify as gender non-conforming refers to people who do not follow other people's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth.

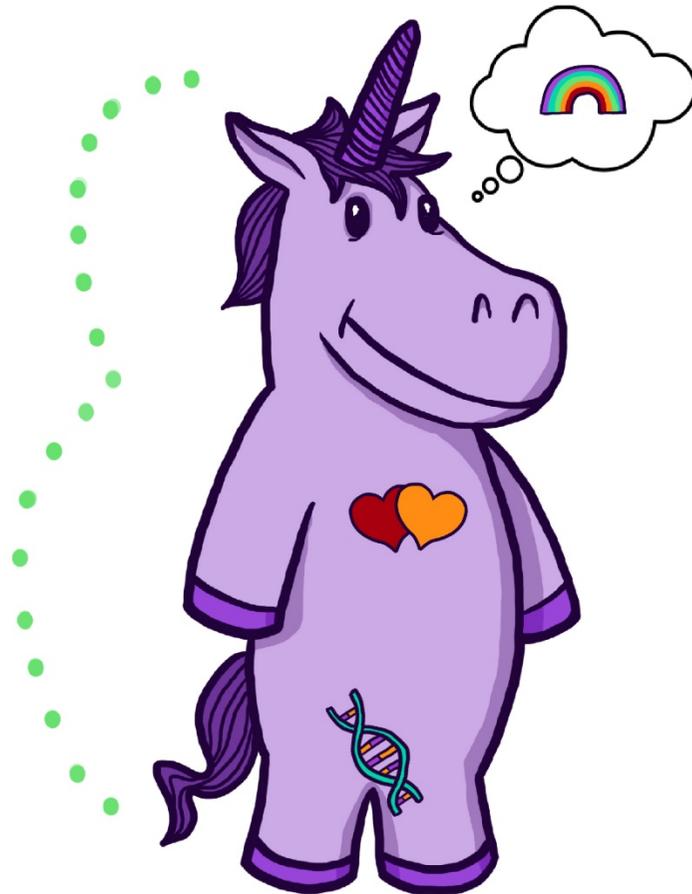
Gender Justice: When all people – especially women, girls, and gender-variant people – are able to identify and express their gender...without fear, discrimination or harm, and have the economic, social, and political power and resources to make healthy decisions for themselves, their families and their communities in all areas of their lives.

Pronouns: [a.k.a. “gender pronouns” or “preferred gender pronouns”] Used in place of names to refer to a person. The most commonly used pronouns are: she/her/hers, he/him/his, and they/them/theirs. Opening groups and meetings by asking participants for their name and pronouns is a simple and empowering practice to implement gender justice awareness.

Transgender: Term for someone who does not identify with the gender they were assigned at birth. Decisions such as gender-affirming surgery or expressing one's gender as explicitly feminine or masculine are not required for one to identify as transgender

The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



Gender Identity

-  Female/Woman/Girl
-  Male/Man/Boy
-  Other Gender(s)

Gender Expression

-  Feminine
-  Masculine
-  Other

Sex Assigned at Birth

-  Female
-  Male
-  Other/Intersex

Physically Attracted to

-  Women
-  Men
-  Other Gender(s)

Emotionally Attracted to

-  Women
-  Men
-  Other Gender(s)

To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Sample Lesson Plan
Unit 4 Curriculum

Tarana Burke, Kaia Naadira & “Me Too”

- Gender-based violence on a Macro Level--Human Trafficking, Sexism, Devaluation of all things associated with femininity (labor, aesthetics, etc)
 - Intimate Partner Violence (IPV) and Teen Dating Violence (TDV)
 - Healthy Relationships--all relationships
- Oversexualization of Black and brown women and girls (and the adultification of girls--ie school dress codes)
 - Black and Brown women’s bodies being exploited and experimented on (slavery, medically, for entertainment)

Who Grounds Us (click their names for more info):

[Tarana Burke](#) - is an American activist from The Bronx, New York who started the Me Too movement. In 2006, Burke began using metoo to help other women with similar experiences to stand up for themselves. Over a decade later, in 2017 #MeToo became a viral hashtag appropriated by Alyssa Milano when women began using it to tweet about the Harvey Weinstein sexual abuse allegations. The phrase and hashtag quickly developed into a broad-based, and eventually international movement.

[Kaia Naadira](#) - is a filmmaker and photographer originally from the historic city of Selma, Alabama. Kaia’s work is inspired by and almost exclusively centers stories from the black, queer community, often with an experimental twist. Believing in centering truth in all their work, many of their projects are informed by real moments in their own life to remind people that they are not alone. Kaia attended Howard University for film but is largely self-taught finding the biggest lessons have come from making connections, building community, co-developing projects, and using their experiences to learn and grow as an artist. Their work has been screened at the BlackStar Film festival in Philadelphia where they won an Audience Award for best short in their age group as well as the Black Trans Media film festival and Revolve Film Festival. Their photography can also be seen internationally in magazines like Les Inrock and Glamour. They currently reside in Washington, DC and are looking forward to the next adventure.

Lesson 8: Learning Healthy Relationships

- Healthy Relationships--all relationships

Activities:

FCG Reading

Love Mythbusters

Self-love affirmations

Lesson 9: IPV + Gender-based violence

- Gender-based violence on a Macro Level--Human Trafficking, Sexism, Devaluation of all things associated with femininity (labor, aesthetics, etc)
 - Intimate Partner Violence (IPV) and Teen Dating Violence (TDV)

Activities:

- **Step-Up/Step-back:** Youth activity where they move in response to storytelling and P.E. around gender-based violence. Utilizing intimacy spectrum as a tool. Reading a list of activities (holding hands, pda, etc.) do a hot cold reaction based on how intimate that is for folks.
- **#GoalsActivities-** provides youth to create a personal baseline for what is healthy for them in relationships. Identifies the differences between what's acceptable to each other in relationships. Have them extract the exact characteristics they are describing.
- <https://metoomvmt.org/>
- [Survivor Healing Stories](#)

Lesson 10: Healthy Relationships + Oversexualization

- Oversexualization of Black and brown women and girls (and the adultification of girls- ie school dress codes)
 - Black and Brown women's bodies being exploited and experimented on (slavery, medically, for entertainment)

Activities:

Girlhood screening

Lesson 8: Learning Healthy Relationships

Goal: Participants will learn about how to build, establish, and recognize healthy relationships.

Objectives: By the end of the workshop, participants will be able to...

- Understand the different things we value and look for in healthy relationships

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**

Cybersecurity Rules: (will share this in the chatbox) -

- 1. Keeping the good vibes. No shaming putdowns or bullying of any kind will be tolerated.
- 2. Confidentiality. Only post videos or photos of yourself or people who have given you permission to share their image on your social media.
- 3. Please send a message to a facilitator, if you need support regarding any mental health needs.

Community Guidelines, How - To's, and Security

- *Things to Know*

- Please Mute Your Mic - How to Mute your Mic on Zoom Link [Here](#)
- Type or Talk - Your choice!
- If you would like to chat privately with anyone it is allowed. The link on How to talk privately is [here](#).

Virtual Guidelines/Group Norms:

- Remember our RJ (Restorative Justice) Values -
 - Speak From the Heart
 - Listen From the Heart
 - Speak With Respect
 - Listen With Respect
 - Stay in Circle (in this case the chat, please don't leave abruptly)
 - Respect Confidentiality ***share ideas, not personal stories**
 - **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**
 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: Learning Healthy Relationships
[Estimated Total Time: 90 min]

I. Opening Circle (10 min)

- A. Formally open and welcome everyone to the space

- B. Land Acknowledgement (Tequesta, Miccosukee, Seminole--S.FI; Lenni-Lenape--NYC) & Why is it important to acknowledge this?
- C. Review Agenda
- D. Check-In/Grounding:
 1. Listen to the love interlude on Lauryn Hill's "[The Miseducation of Lauryn Hill.](#)"
 2. Write in the chat, what love means to you.
 3. For yourself write your own Self-Love Affirmation: Share one thing that you love about yourself. Ask one or two (or all if they want) to share their self-love affirmation.

II. Understanding Healthy Relationships (20 mins)

- A. Today we'll be going through the different relationship types we can find ourselves in throughout our life.
- B. 4c:Healthy Relationships
- C. Go through the characteristics of good and unhealthy relationships outlined in the document.

III. Activity: Love Mythbusters (15 min)

- A. Open with bell hooks passage on how love is a concrete concept but most people misunderstand it due to its mis definition. Before reading the definition she offers, explain to youth that the aim with this activity is to distinguish facts versus the myths we have surrounding our ideas of love.
- B. The group will further explore facts and myths surrounding general knowledge about love and relationships including familial, friendships, and romantic.
 - a. Each individual (or pair if a number of participants permit) will be invited to write down one "hypothesis" on love and one on relationships based on the ideas & beliefs passed through cultural, social, familial, and media influences on provided strips of large post-it paper. Conceptions may include clichés or other popularized statements such as "Love is blind."
 - b. Each strip will be fixed to a Google slide as well as two large post-it's one labeled fact and another labeled myth.
 - c. As a group, we will evaluate the conceptions on each slide, discuss their validity, and site examples to collectively agree on whether to move each post-it into the fact or myth category.

IV. Reflection/Discussion (10 min)

- A. Looking at our completed fact and myth slide, how do these concepts affect our ideas on developing healthy relationships?
- B. Which myths/facts perpetuate unhealthy relationships and which myths/facts encourage healthy relationships?
- C. Did you find any ideas/beliefs you believed to be fact debunked or vice versa? If so which ones?

V. Activity: The Consent Game (30 min)

A. Instructions:

1. As the MCs (Facilitator's) read each line from the first scenario each contestant will hold up either a yellow, green or red light to indicate whether or not the person in the scenario has consent to proceed.
2. After each light is held up. The MCs will ask the contestants to explain why they are holding up this color light.
3. Once the contestants give an explanation, the studio audience will be given a chance to comment or ask questions.
4. The MCs will then read the next line in the scenario and proceed the same way.

VI. Closing (10 min)

- A. Thank everyone for showing up, talk about what the next lesson will be.
- B. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 1. It is our duty to fight for our freedom
 2. It is our duty to win
 3. We must love each other and protect each other
 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Lesson 9: IPV + Gender-based violence

Goal: Participants should be able to identify and discuss IPV & TDV; as well as understand the roots of sexual violence, as it relates to colonialism, domination and power.

Objectives: By the end of the workshop, participants will be able to...

- Gender-based violence on a Macro Level--Human Trafficking, Sexism, Devaluation of all things associated with femininity (labor, aesthetics, etc)
- Intimate Partner Violence (IPV) and Teen Dating Violence (TDV)

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**

Cybersecurity Rules: (will share this in the chat box) -

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3. Please send a message to a host if you need support regarding any mental health needs.
4. Make sure you have gotten parental permission to participate if under age 18.
5. The class administrators reserve the right to remove anyone from the session for not abiding by these agreements or in any way making the class an unsafe or uncomfortable environment.

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3. Please send a message to a facilitator, if you need support regarding any mental health needs.

Community Guidelines, How - To's, and Security

- *Things to Know*

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Virtual Guidelines/Group Norms:

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 - Listen From the Heart
 - Speak With Respect
 - Listen With Respect
 - Stay in Circle (in this case the chat, please don't leave abruptly)
 - Respect Confidentiality ***share ideas, not personal stories**
 - **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**
 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: IPV + Gender-based Violence
[Estimated Total Time: 90 min]

I. Opening Circle (10 min)

- A. Formally open and welcome everyone to the space
- B. Land Acknowledgement (Tequesta, Miccosukee, Seminole--S.Fl; Lenni-Lenape--NYC) & Why is it important to acknowledge this?
- C. Review Agenda
- D. Reflections on "[The Danger of a Single Story](#)" (*recommend sharing video before the lesson so participants have time to watch it fully)
 1. (In chat) What's one word that expresses what came up for you after watching this video?
 2. What are some 'single stories' you've accepted without question?

II. Roots of Sexual Violence (20 mins) **We can discuss Female Genital Mutiliation (FGM) practices in Africa and the diasporic connections from the tradition being practiced in the states - Short film resource: "Joy" <https://youtu.be/GogoccAIRgU>

- A. When we think about the single story, and gender-based violence what are some 'single stories' you can think of or that you've heard about why gender-based violence happens?
- B. We're going to watch a short clip from the "MeToo" organization that will help us understand the roots of Sexual Violence and how it's evolved from slavery, and colonization.
- C. [Understanding the Roots of Sexual Violence](#) (will start at around the 29 m mark)

III. Unpacking IPV-Intimate Partner Violence (15 min)

- A. So we have a better idea of why and how sexual violence permeates our world, now we're going to scale down a bit and unpack interpersonal or intimate partner violence, also known as domestic violence.
- B. IPV/TDV (Power & Control Wheel): Define Intimate Partner Violence & Teen Dating Violence
- C. ****Facilitators can either walk students through the worksheet and pull personal stories and/or integrate their own stories and personal experiences. Be sure to uplift**

the values of confidentiality for this section, 'what's shared here stays here, what's learned here leaves here'

IV. Activity: Breaking the Tableau (25 min)

- A. Leaning on everything we've learned and discussed today, go into your Homegroups and create a series of 4 Tableaus. The first will show the roots of sexual violence, the second should show the things we believed or had been told about it. The third and fourth should show how your group wants to change how we understand and heal this history, and the fourth should show what the world would be like if that change was implemented.

V. Share + Reflect (10 mins)

- A. Each group should share their tableaus and reflect on today's lesson.

VI. Closing (10 min)

- A. Thank everyone for showing up, talk about what the next lesson will be.
- B. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 1. It is our duty to fight for our freedom
 2. It is our duty to win
 3. We must love each other and protect each other
 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Lesson 10: Healthy Relationships + Oversexualization

Goal: To be able to identify different types of relationships and understand what is or isn't healthy. Understand how to identify traits of oversexualization and how to protect themselves.

Objectives: By the end of the workshop, participants will be able to...

- Understand and identify the Oversexualization of Black and brown women and girls (and the adultification of girls- ie school dress codes)
- Recognize the impact of Black and Brown women's bodies being exploited and experimented on (slavery, medically, for entertainment)

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**

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 - **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**
 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: Healthy Relationships + Oversexualization
[Estimated Total Time: 90 min]

I. Opening Circle (20 min)

- A. Formally open and welcome everyone to the space
- B. Land Acknowledgement (Tequesta, Miccosukee, Seminole--S.Fl; Lenni-Lenape--NYC) & Why is it important to acknowledge this?
- C. Review Agenda
- D. Icebreaker: Four lines and a story
 - A. Show these phrases on the screen:
 - a. What do you mean?
 - b. I love you
 - c. You can't be serious
 - d. I'm sorry
- E. Pair participants into groups of two, and have them create a scene and tell a story using only these phrases as dialogue. Encourage them to really focus on telling the story with their vocal and physical choices within the limits of the specified dialogue above.
- F. Have participants think about what we've learned so far about healthy relationships and use that to guide the creative choices they make in their scene to create tension, and establish the type of relationship they've envisioned.

II. Review + Reflect: Healthy Relationships (20 mins)

- A. Healthy Relationships
- B. Reviewing the qualities of healthy and unhealthy relationships, unpack the types of relationships Healthy Relationships saw in your scenes.
- C. Discuss + share + reflect

III. Breaking Down Sexualization (15 mins)

- A. What is Sexualization? What is oversexualization?
 - a. Sexualization:
 - b. Oversexualization:
- B. Bring into the conversation the [Hottentot Venus](#), [the Jezebel stereotype](#), and [Henrietta Lacks](#) as examples of how Black women's bodies have been sexualized, exploited and experimented on.
- C. Think about a time where you felt overly sexualized. What was being done or what happened that led to those feelings in those moments.
- D. *Break into groups to brainstorm solutions on what to do when in overly sexualized situations

IV. Scene Screen: Girlhood (25 min)

- A. A girl with few real prospects joins a gang, reinventing herself and gaining a sense of self confidence in the process. However, she soon finds that this new life does not necessarily make her any happier.

B. As we watch parts of this film, think about the different relationship styles and identify what types of relationships we see being played out on screen.

V. **Share + Reflect (10 mins)**

A. In a share round, have participants reflect what they took from today's lesson, and something new they learned about themselves.

VI. **Closing (10 min)**

A. Thank everyone for showing up, talk about what the next lesson will be.

B. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!

1. It is our duty to fight for our freedom
2. It is our duty to win
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4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

What makes a healthy relationship?

A healthy relationship is when two people develop a connection based on:

- Mutual respect
- Trust
- Honesty
- Support
- Fairness/equality
- Separate identities
- Good communication
- A sense of playfulness/fondness

*This applies to all relationships; work relationships, friendships, family, and romantic relationships.

What are signs of a healthy relationship?

A healthy relationship should bring more happiness than stress into your life. Every relationship will have stress at times, but you want to prevent prolonged mental stress on either member of the relationship.

Below are some characteristics that may be present in your healthy relationships. While in a healthy relationship you:

- Take care of yourself and have good self-esteem independent of your relationship
- Maintain and respect each other's individuality
- Maintain relationships with friends and family
- Have activities apart from one another
- Are able to express yourselves to one another without fear of consequences
- Are able to feel secure and comfortable
- Allow and encourage other relationships
- Take interest in one another's activities
- Do not worry about violence in the relationship
- Trust each other and be honest with each other
- Have the option of privacy
- Have respect for sexual boundaries
- Are honest about sexual activity if it is a sexual relationship

What are the signs of an unhealthy relationship?

At times all relationships will have some of the characteristics listed below. However, unhealthy relationships will exhibit these characteristics more frequently and cause you stress and pressure that is hard to avoid. This tension is unhealthy for both members of the relationship and may lead to problems in other areas of your life.

While in an unhealthy relationship you:

- Put one person before the other by neglecting yourself or your partner
- Feel pressure to change who you are for the other person
- Feel worried when you disagree with the other person
- Feel pressure to quit activities you usually/used to enjoy
- Pressure the other person into agreeing with you or changing to suit you better
- Notice one of you has to justify your actions (e.g., where you go, who you see)
- Notice one partner feels obligated to have sex or has been forced
- Have a lack of privacy, and may be forced to share everything with the other person
- You or your partner refuse to use safer sex methods
- Notice arguments are not settled fairly
- Experience yelling or physical violence during an argument
- Attempt to control or manipulate each other
- Notice your partner attempts to control how you dress and criticizes your behaviors
- Do not make time to spend with one another
- Have no common friends, or have a lack of respect for each others' friends and family
- Notice an unequal control of resources (e.g., food, money, home, car, etc.)
- Experience a lack of fairness and equality

*By recognizing how these characteristics affect you, you can begin to work on improving the negative aspect of your relationships to benefit both of you.

*Taken from : [University Of Washington- Hall Health Center](#)



Sample Lesson Plan
Unit 5 Curriculum

Assata Shakur & Angela Davis

- Police and State Violence/Militarism
- Immigrant/Migrant experience, terrorism and it's impact on youth
 - Recruitment into the military, police, ICE of Black and Brown Bodies
 - Cradle to Confinement Pipeline
 - School Pushout
 - Abolitionist Theory
 - Movement Building 101/Principles
- Community Engagement/Outreach/Social Action/Political/Economic Power

Who Grounds Us (click their names for more info):

[Assata Shakur](#) - On May 2 1973, Black Panther activist Assata Olugbala Shakur (fsn) Joanne Deborah Chesimard, was pulled over by the New Jersey State Police, shot twice and then charged with murder of a police officer. Assata spent six and a half years in prison under brutal circumstances before escaping out of the maximum security wing of the Clinton Correctional Facility for Women in New Jersey in 1979 and moving to Cuba.

Assata: In her own words

My name is Assata ("she who struggles") Olugbala ("for the people") Shakur ("the thankful one"), and I am a 20th century escaped slave. Because of government persecution, I was left with no other choice than to flee from the political repression, racism and violence that dominate the US government's policy towards people of color. I am an ex political prisoner, and I have been living in exile in Cuba since 1984. I have been a political activist most of my life, and although the U.S. government has done everything in its power to criminalize me, I am not a criminal, nor have I ever been one. In the 1960s, I participated in various struggles: the black liberation movement, the student rights movement, and the movement to end the war in Vietnam. I joined the Black Panther Party. By 1969 the Black Panther Party had become the number one organization targeted by the FBI's COINTELPRO program. because the Black Panther Party demanded the total liberation of black people, J. Edgar Hoover called it "greatest threat to the internal security of the country" and vowed to destroy it and its leaders and activists

[Angela Davis](#) - Angela Yvonne Davis (born January 26, 1944) is an American political activist, philosopher, academic and author. She is a professor at the University of California, Santa Cruz. Ideologically a Marxist, Davis was a longtime member of the Communist Party USA (CPUSA) and is a founding member of the Committees of Correspondence for Democracy and Socialism (CCDS). She is the author of over ten books on class, feminism, race, and the US prison system.

In 1970, guns belonging to Davis were used in an armed takeover of a courtroom in Marin County, California, in which four people were killed. Prosecuted for three capital felonies, including conspiracy to murder, she was held in jail for over a year before being acquitted of all charges in 1972. She visited Eastern Bloc countries in the 1970s and during the 1980s was twice the Communist Party's candidate for Vice President; at the time, she also held the position of professor of ethnic studies at San Francisco State University. Much of her work focused on the abolition of prisons and in 1997 she co-founded Critical Resistance, an organization working to abolish the prison-industrial complex. In 1991, amid the dissolution of the Soviet Union, she was part of a faction in the Communist Party that broke away to establish the CPUSA. Also in 1991, she joined the feminist studies department at the University of California, Santa Cruz, where she became department director before retiring in 2008. Since then she has continued to write and remained active in movements such as Occupy and the Boycott, Divestment and Sanctions campaign.

Davis has received various awards, including the Soviet Union's Lenin Peace Prize. Accused of supporting political violence, she has sustained criticism from the highest levels of the US government. She has also been criticized for supporting the Soviet Union and its satellites.[5] Davis has been inducted into the National Women's Hall of Fame.[6] In 2020 she was listed as the 1971 "Woman of the Year" in Time magazine's "100 Women of the Year" edition, which covered the 100 years that began with women's suffrage in 1920.[7] Davis is included in Time's 100 Most Influential People of 2020.[8] Davis was elected as a member of the American Academy of Arts and Sciences in 2021.[9]

Lesson 11: Abolition & Movement Building 101

- Abolitionist Theory
 - Movement Building 101/Principles
 - Police and State Violence/Militarism

Activities:

- **Movie Screening:** Assata Shakur Documentary
- **Breaking it Down- The Assata Chant:** Have youth analyze and reflect upon each line of the chant.

Lesson 12: STPP & Pushout Cradle to Confinement Pipeline School Pushout

Activities:

- **Group Play Reading:** Pipeline by Dominique Morriseau

Lesson 13: Community Engagement & Social Action

- Immigrant/Migrant experience, terrorism and it's impact on youth
- Community Engagement/Outreach/Social Action/Political/Economic Power

Activities:

- **Freedom Vision Board** - Envision what freedom means to them utilizing tools that activate all the senses to pull from.
- **Group Reading** - We Are Not From Here by Jenny Torres Sanchez

Lesson 11: Abolition & Movement Building 101

Goal: To be able to understand how movements for justice begin, and identify abolition and its principles and practices.

Objectives: By the end of the workshop, participants will be able to...

- Speak about the legacies of Assata Shakur and her fight for freedom
- Understand her chant and why we do it.

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**

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 - **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**
 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: Abolition + Movement Building

[Estimated Total Time: 90 min]

I. **Opening Circle (15 min)**

- A. Formally open and welcome everyone to the space
- B. Land Acknowledgement (Tequesta, Miccosukee, Seminole--S.Fl; Lenni-Lenape--NYC) & Why is it important to acknowledge this?
- C. Review Agenda
- D. Icebreaker: [Abolition + Maroon Communities](#)
- E. Reflection: What is one major takeaway we learned from this video?

II. **Breaking it Down- The Assata Chant (20 mins)**

- A. Who is Assata Shakur?
 - a. Assata: In her own words
My name is Assata ("she who struggles") Olugbala ("for the people") Shakur ("the thankful one"), and I am a 20th century escaped slave. Because of government persecution, I was left with no other choice than to flee from the political repression, racism and violence that dominate the US government's policy towards people of color. I am an ex political prisoner, and I have been living in exile in Cuba since 1984. I have been a political activist most of my life, and although the U.S. government has done everything in its power to criminalize me, I am not a criminal, nor have I ever been one. In the 1960s, I participated in various struggles: the black liberation movement, the student rights movement, and the movement to end the war in Vietnam. I joined the Black Panther Party. By 1969 the Black Panther Party had become the number one organization targeted by the FBI's COINTELPRO program. because the Black Panther Party demanded the total liberation of black people, J. Edgar Hoover called it "greatest threat to the internal security of the country" and vowed to destroy it and its leaders and activists
- B. The Chant
 - a. It is our duty to fight for our freedom
 - b. It is our duty to win
 - c. We must love each other and protect each other
 - d. We have nothing to lose but our chains
- C. This chant was originally written in a letter from Assata to the movement. It's migration from the Bay Area of California to every pocket of organized movement against the state shows the power of not only our words, but our connections to our history as people who never stopped fighting for our freedom.
- D. In your groups discuss each line in this chant, and what comes up for you when you hear it being chanted. As a group write your own letter to Assata, responding to the chant come up with either a chant or a mantra that has the same spirit of Assata's chant.

III. **Film Screening: Assata Shakur Documentary (55 mins)**

- A. Now that we have a better understanding of where this chant comes from, we're going to screen a film on the life of Assata Shakur. Make sure to take notes!
- B. [Documentary](#)

IV. Closing (5 min)

- A. Thank everyone for showing up, talk about what the next lesson will be.
- B. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 1. It is our duty to fight for our freedom
 2. It is our duty to win
 3. We must love each other and protect each other
 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Lesson 12: School to Prison Pipeline + Pushout

Goal: To be able to understand the effects of the STPP and how young people are pushed into it.

Objectives: By the end of the workshop, participants will be able to...

- Explain and describe what STPP is and how it affects young people

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**

Cybersecurity Rules: (will share this in the chatbox) -

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Community Guidelines, How - To's, and Security

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Virtual Guidelines/Group Norms:

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 - Listen From the Heart
 - Speak With Respect
 - Listen With Respect
 - Stay in Circle (in this case the chat, please don't leave abruptly)
 - Respect Confidentiality *share ideas, not personal stories
 - **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**
 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: STPP + Pushout
[Estimated Total Time: 90 min]

I. Opening Circle (10 min)

- A. Formally open and welcome everyone to the space
- B. Land Acknowledgement (Tequesta, Miccosukee, Seminole--S.Fl; Lenni-Lenape--NYC) & Why is it important to acknowledge this?
- C. Review Agenda
- D. Icebreaker: [Unpacking the STPP](#)
- E. Reflection: Have you witnessed your classmates being unfairly punished while in school? What are some ways we can think about how to protect and take care of each other when this happens?

II. **Breaking it Down- The Pipeline (25 mins)**

- A. In our icebreaker we learned how having police in our schools negatively affects Black and Brown young people. Today we're going to see examples of how biases from teachers and staff contribute to these negative experiences as well.
- B. In the play Pipeline by Dominique Morriseau, she portrays how young people are gaslighted and mistreated in schools. We'll look at a monologue from the play and discuss.

OMARI

I was sittin' in class, listenin' to the lesson. Was gonna be a silent observer. Was talkin' about Native Son. I had woke up that day thinkin' 'bout you. Hadn't seen or talked to you in weeks but the check came on time. I woke up with that check in my hands and I had a feeling about that. Like I didn't know what to say but I wanted to say somethin' to you. I called you but you didn't answer. So I went to class. Sittin' there listening to the class talk about Native Son. About the character Bigger Thomas and who he was and what lead him to his act of rage. Teacher kept saying he was "unleashed". I kept thinking - animal. And we discussin' this Bigger Thomas. Discussin' his circumstances and what he comes from and this and that. Single mother. That got brought up. One of the students said he only had his mother. And I'm sittin' there listening to this. On a day where I woke up with you on my mind and tried to call you. Tell you I had this feelin' about getting these checks. Tell you I hadn't seen you in a minute. Wonder where you been. But you didn't answer your phone. So I sat there. Listenin' to single mother poor angry animal Bigger Thomas. And when the Teacher come askin' me what I thought... I felt like he was sayin' somethin' to me. Like he knew I was sitting there, thinkin' about you, feelin' single mother poor angry animal Bigger Thomas-like. And he start sayin' Mr. Joseph- what made Bigger Thomas do that to that girl? What were his social limitations? What made the animal in him explode? And he lookin' at me. But also through me. And I say, I don't want to talk about it. Cuz all I'm thinking about is you. And how I haven't talked to you in weeks but I get this check on time. Like it's automated. Like the bank sends it to me. And I wanted to know if you even mail it. Like is it even personal. Or it is just robotic routine responsibility. And I'm thinking-- who does that??? What kinda nigga just sends checks and calls that fatherhood? And we talkin' Bigger Thomas this and single mother that and limitations and animals exploding and I say DO NOT FUCKING CALL ON ME I DO NOT HAVE THE ANSWER. And he keep pushing me and pushing me. And I stand up to walk out cuz I feel the room gettin' smaller and I'm becoming Bigger Thomas even when I hate this part of the story. And teacher get in my way. Tells me to sit down. Grabs me. Like you grab my arm when you try to play Daddy all of a sudden. When it's convenient for you. And I pushed that bitch. Threw his ass offa me and into the fuckin' smart board. Threw him like he was the monkey hanging on my back. Like he was YOU. And I'm wishing it was you. I'm wishing I could throw him again. Pound his fuckin' face into the ground. Rip that check up and say VOID. But it wasn't you. It wasn't you I pushed. It was my teacher. But I wished it was you. I wished it was you so bad I had to pee. Almost fuckin' peed on myself right there in front of the class. And

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- C. I don't know if that is hate or love or somethin' else I was feelin'. But I know why Bigger Thomas did what he did and I hate that I know. But you I hate more. You I hate most of all.

- D. Let's discuss the following questions.
 - a. What is happening with Omari in this scene?
 - b. Who is he in conflict with?
 - c. Why did he push his teacher?
 - d. Do you think he should have gotten suspended?

III. **Screening: Pushout The Criminalization of Black Girls in Schools (50 mins)**

- A. Now that we understand how young people can be targeted by STPP we're going to look at how Black girls are being pushed out of schools and funneled into that system as well.
- B. Make sure to take notes as we watch this film we'll take moments to pause and digest certain moments and talk about what we relate to in this film.
- C. [Pushout Documentary](#)

IV. **Closing (5 min)**

- A. Thank everyone for showing up, talk about what the next lesson will be.
- B. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 - 1. It is our duty to fight for our freedom
 - 2. It is our duty to win
 - 3. We must love each other and protect each other
 - 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Lesson 13: Community Engagement & Social Action

Goal: Give young people an understanding of how to engage with issues in their communities and take action

Objectives: By the end of the workshop, participants will be able to...

- Identify different strategies and ways to build community and engage in social action
- Participants should understand the basic principles of movement building and what it takes to create positive, inclusive impact.

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**

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Community Guidelines, How - To's, and Security

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 - Speak With Respect
 - Listen With Respect
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 - Respect Confidentiality *share ideas, not personal stories
 - **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**
 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: Community Engagement + Social Action
[Estimated Total Time: 90 min]

- I. **Opening Circle (15 min)**
 - A. Formally open and welcome everyone to the space
 - B. Land Acknowledgement (Tequesta, Miccosukee, Seminole--S.Fl; Lenni-Lenape--NYC) & Why is it important to acknowledge this?
 - C. Review Agenda
 - D. Icebreaker: [The Children's March of 1963](#)
 - E. In your Home Groups, discuss what it would have been like for you to participate in something like The Children's March. If you could organize a march like this today, what would you march for? Come back into the space and discuss your ideas for your children's march.

- II. **Group Reading Excerpt: We Are Not From Here (25 mins)**
 - A. In our icebreaker we saw how children lead the way in the 1963 children's march. The impact of that march caused a ripple effect that allowed for change in legislation for Black people in America.
 - B. From that example we can see just how powerful our young people can be when united together for the same goal of freedom.
 - C. Today we're going to read an excerpt from the book We Are Not From Here, a story of young people migrating to the U.S. across the border of Mexico. As we read this together take notes of what these young people endured, and the sacrifices they made to gain freedom from the violence in their home countries.
 - D. Reading Excerpt
 - E. After we read together, we'll break out into your group and discuss the following questions.
 - a. What can we take away from the journey these young people took?
 - b. If you had to leave you family and friends behind for a better life how do you think that would affect you?
 - c. As young people do you think you have a responsibility to fight for a better life for your future? What does that look like in practice?

- III. **Freedom Vision Board (30 mins)**
 - A. For our next activity we want to understand your personal vision of freedom. Using pictures, your own words, lyrics from your favorite songs, or scenes from your favorite TV Show/Film, make a vision board of what freedom means to you and how you think we can achieve it.
 - B. Use examples from our past lessons as well as what we just learned about the children's march.
 - C. Once you're done, each of you will walk us through your vision and how you feel we can get there.

- IV. **Closing (10 min)**

- A. Thank everyone for showing up, talk about what the next lesson will be.
- B. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 - 1. It is our duty to fight for our freedom
 - 2. It is our duty to win
 - 3. We must love each other and protect each other
 - 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Sample Lesson Plan
Unit 6 Curriculum

Claudette Colvin: Black/Brown Gxrl Resistance

- Leadership Principles
- Leadership Story & Style
- Relevant leaders/Freedom Fighters
 - Public Speaking
 - Self-advocacy
- Problem Solving/Conflict

Who Grounds Us (click their names for more info):

[Claudette Colvin](#): (born Claudette Austin, September 5, 1939) is a pioneer of the 1950s civil rights movement and retired nurse aide. On March 2, 1955, she was arrested at the age of 15 in Montgomery, Alabama, for refusing to give up her seat to a white woman on a crowded, segregated bus. This occurred nine months before the more widely known incident in which Rosa Parks, secretary of the local chapter of the NAACP, helped spark the 1955 Montgomery bus boycott.

Colvin was one of five plaintiffs in the first federal court case filed by civil rights attorney Fred Gray on February 1, 1956, as [Browder v. Gayle](#), to challenge bus segregation in the city. In a United States district court, she testified before the three-judge panel that heard the case. On June 13, 1956, the judges determined that the state and local laws requiring bus segregation in Alabama were unconstitutional. The case went to the United States Supreme Court on appeal by the state, and it upheld the district court's ruling on November 13, 1956. One month later, the Supreme Court affirmed the order to Montgomery and the state of Alabama to end bus segregation. The Montgomery bus boycott was then called off.

For many years, Montgomery's black leaders did not publicize Colvin's pioneering effort. She was an unmarried teenager at the time who was pregnant. Colvin has said, "Young people think Rosa Parks just sat down on a bus and ended segregation, but that wasn't the case at all." Although she was not pregnant at the time, Colvin's case was still dropped by the civil rights campaigners, but it became widely accepted that she was not accredited by the civil rights campaigners at the time due to that notion, with even Rosa Parks saying "If the white press got ahold of that information, they would have [had] a field day. They'd call her a bad girl, and her case wouldn't have a chance."

Lesson 14: Leadership Principles, Story, + Style

- Leadership Principles
- Leadership Story & Style

Activities:

- **An Activity or Discussion on Respectability and Claudette Colvin** – the role of respectability politics in her experience; possibly use theater of the oppressed model to honor Claudette's experience and interrupt respectability politics.

- **Leadership Principles Activity** – A simple read through of the activities then have participants do some theater work; role play what the principle looks like in action and what it does not look like

Lesson 15: Leadership Identities

- Self-advocacy
- Problem Solving/Conflict

Activities:

- **Speech Writing** – Get participants to create a speech with a specific prompt based on their own research interests, then get them to speak on an opinion that they actually support; getting participants to build confidence in their viewpoints.
 - This could also be framed as a monologue – introduce another part of Claudette’s story and have them respond to it via a monologue.

Lesson 16: Movement Leaders and Legacies

- Relevant leaders/Freedom Fighters

Activities:

- **Gallery Walk Activity** – Highlighting different stories of Black girls throughout history and how they resisted and/or movements that were sparked as a result of their experiences (including past experiences of Celia (a slave girl) and Recy Taylor, as well as recent experiences such as Breonna Taylor and Toyin Salau | Body liberation? Disability justice? Environmental Justice?).
 - Good idea for the leadership unit because this demonstrates the different ways leadership looks/shows up.
 - Can be done as a virtual gallery walk where participants can respond to what folks in the space have created.
- **Giving Flowers** – Creating flowers or petals to offer to people in the everyday lives of participants to honor who they are what they offer.
 - Alternative for participants who have limited access to people to give flowers to: alter building/virtual flower giving to people they have lost, love virtually/may not be able to be in community with.

Lesson 14: Leadership Principles, Story, + Style

Goal: To have young people understand the organization's leadership principles

Objectives: By the end of the workshop, participants will be able to...

- Participants should be able to know organization's leadership principles
- Participants will be able to articulate who Claudette Colvin is and why her work is important and how her leadership is connected to CAPVEE.

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**

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 - **One Mic - Respect the person talking (in lieu of Respect the Talking Piece)**
 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: Leadership Principles, Story, + Style
[Estimated Total Time: 90 min]

- I. **Opening Circle (10 min)**
 - A. Formally open and welcome everyone to the space
 - B. Land Acknowledgement (Tequesta, Miccosukee, Seminole--S.Fl; Lenni-Lenape--NYC) & Why is it important to acknowledge this?
 - C. Review Agenda
 - D. Check in: If you were a superhero/heroine what would your superpower be?

- II. **Leadership Principles: CAPVEE (30 min)**
 - A. Facilitators will share organization's leadership principles and ask the group to define them and choose which leadership principle they resonate with the most.
 - B. Leadership Principles
 - a. Cooperative
 - b. Accountable
 - c. Perseverance
 - d. Vulnerable
 - e. Ethical
 - f. Effective
 - C. Let's do some role play with these principles, in your Homegroups come up with a short skit, that shows how we practice our leadership principles, role play what the principle looks like in action and what it does not look like.
 - D. Each group will present their skit and talk about the ways they exemplified these principles.

- III. **Leadership Style: Protest, Advocacy, & Respectability Politics (35 mins)**
 1. Youth will be led through a guided imagery of the moment that Rosa Parks refused to move from her seat on the bus. The youth will be asked to visualize themselves in her position as the details of the historical moment are recounted. (play while doing guided activity: https://youtu.be/vx7Tr_kla3A)
 2. Story: As a child, Rosa Parks grew up in the South, the deep South. She went to private school where she was encouraged to push through the limits of segregation and racism. When she was 18 or 19, she married Ray Parks, he was a barber and a freedom fighter. While they were together, she joined the local branch of the NAACP, Ray thought the organization was ineffective in its battle against the legal racism they all faced. When she wasn't organizing, she worked at a department store as a seamstress. On December 1, 1955, after a tiring day at work, she took a seat in the "colored" section of a city bus. As the bus passed each stop, more and more white people shuffled on, packing the "white" section. The driver, James Blake, barked at Rosa "Get out of that seat, girl", that's what happened when they're section was full. Black people by law had to move. She refused. "No," She said, "I will not move." The driver

James called the police and Rosa was arrested and jailed. Civil rights activists organized a one-day bus boycott the day of her trial, she was fined a fee and released. Once her trial was over, she and the activists that helped free her, began a citywide bus boycott, led by Dr. Martin Luther King, Jr.. That boycott lasted 381 days with the help of people all across the city, then the state, then the whole South! The boycott greatly reduced the profits the bus company earned. Eventually a ruling by the United States Supreme Court, in a related case, declared bus segregation unconstitutional. The boycott was important for mobilizing people in the civil rights movement both in the Deep South and on a nationwide basis across the United States.

3. Discussion: Many inaccurately believed that Rosa Parks was just tired that day, when in reality she was already very active in the Civil Rights Movement (as the secretary of the Montgomery chapter of the NAACP) and was intentionally chosen by the movement to be the face/initiator of the resistance even though Claudette Colvin (at the age of 15) resisted before Rosa Parks, and was the person who they got the initial idea for this boycott from. She wasn't made the face of the boycott because she was unwed and pregnant at the time and they thought it would hinder the fight if she was the face of the boycott.
4. How does this information change the narrative?
5. How did her actions make her a leader?
6. In what ways do you think Respectability Politics played into how this boycott was started?
7. How would you have shifted the narrative to include Claudette's story?

III. Reflection + Journal (5 min)

- A. Think of something that would motivate you to protest, what would you speak out about, and how would you do it?

IV. Closing (10 min)

- A. Thank everyone for showing up, talk about what the next lesson will be.
- B. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 1. It is our duty to fight for our freedom
 2. It is our duty to win
 3. We must love each other and protect each other
 4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Lesson 15: Leadership Identities

Goal: Understand our leadership identity and where we fall on the Leadership Compass.

Objectives: By the end of the workshop, participants will be able to...

- Identify at least 2 ways they have or can advocate for themselves.
- Identify at least one personal leadership experiences/example in their own lives (with family, friends, in school, community)

Materials:

- **Zoom Link:**
- **Playlist:**
- **Sign-in Sheet:**

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 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: Leadership Identities
[Estimated Total Time: 90 min]

- I. **Opening Circle (10 min)**
 - A. Formally open and welcome everyone to the space
 - B. Land Acknowledgement (Tequesta, Miccosukee, Seminole--S.Fl; Lenni-Lenape--NYC) & Why is it important to acknowledge this?
 - C. Review Agenda
 - D. Check in: https://youtu.be/Ry_i8w2rdQY

- II. **Leader Highlight: Sojourner Truth (15 min)**
 - A. Sojourner Truth, was an fierce advocate for abolishing slavery, she was a former slave and was the only formerly enslaved person to win not only one but two court hearings.
 - B. In this speech, which is a white woman's reimagining of her original speech, she was arguing for equity and fair treatment for black women.
 - C. Why do you think it was so important for her to not only fight to end slavery but to also fight for equality as a black woman?

- III. **Learning and Leadership Styles (25 min)**
 - A. Today we're going to continue discussing our different leadership styles and talk about how we lead, and how that leadership is connected to our advocacy.
 - B. In a pair or small group, write a letter to Sojourner Truth, and in it show your appreciation for the leadership principle you think she modeled the most. Share and Discuss.
 - C. Based on the women we've discussed so far(Rosa Parks, Claudette Colvin, Sojourner Truth) what do you think makes them a good leader? Where do you think they fall on our compass leadership identities?
 - D. ***Facilitator Note** Make sure to review the compass leadership identities before breaking into pairs.*

- IV. **Leadership Principles (35 min)**
 - A. Thinking about our leadership principles, take this time to write out a 2 min speech about your rights, keeping in mind our leadership principles, our compass identities, our learning styles, and answering the following prompt:
 - a. Adults will tell young people that they should not have a say in how they are educated. In 2 mins let us know what you would do if you could decide how young people could have more control of how they were taught in school. 1 or 2 ppl share, and discuss.

- VI. **Closing (5 min)**
 - E. Thank everyone for showing up, talk about what the next lesson will be.
 - F. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!

1. It is our duty to fight for our freedom
2. It is our duty to win
3. We must love each other and protect each other
4. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Lesson 16: Movement Leaders + Legacies

Goal: Identify the leaders of our past and present and understand the importance of honoring them and their legacies.

Objectives: By the end of the workshop, participants will be able to...

- Understand collective leadership
- Identify the different leaders that shaped history, and look to the young people who are shaping the future.

Materials:

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- **Playlist:**
- **Sign-in Sheet:**

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 - Lean in to Creativity
 - Challenge yourself!
-

Agenda: Movement Leaders + Legacies
[Estimated Total Time: 90 min]

- I. Opening Circle (20 min)**
 - A. Formally open and welcome everyone to the space
 - B. Land Acknowledgement (Tequesta, Miccosukee, Seminole--S.Fl; Lenni-Lenape--NYC) & Why is it important to acknowledge this?
 - C. Review Agenda
 - D. Check in: [Sulwe by Lupita Nyong'o](#)

- II. Reflect: Our Stories Matter (15 min)**
 - A. Why are stories like this important?
 - B. Did anything in this story resonate with you?
 - C. What can you take away from this that would help build your confidence as a leader?

- III. Activity: Gallery Walk (35 min)**
 - A. Throughout this unit we've learned all about the women of our movements and what they did to bring action around the issues of their time. Today we will be doing a virtual gallery walk to learn more about the young people who are enacting change in their communities.

- IV. Flowers while we Bloom: Honoring our Everyday Heroes (10 mins)**
 - A. We know that there are so many young people today making a difference in our world. We also know that sometimes we don't have to look too far to find people who can be heroes and give us examples of how we can be extraordinary every day.
 - B. To close out our workshop today we're going to create flowers for the heroes in our lives. These can be people we know personally or not. These can be people who are no longer living or people who represent heroes in our favorite TV Shows/Movies, stories, and cartoons.
 - C. Creating flowers or petals to offer to people in the everyday lives of participants to honor who they are what they offer.
 - D. It's ok if you don't finish!

- V. Closing (10 min)**
 - A. Thank everyone for showing up, talk about what the next lesson will be.
 - B. Lead in Assata chant, call and response style 3x, from whisper, to normal tone, to LOUD!
 - a. It is our duty to fight for our freedom
 - b. It is our duty to win
 - c. We must love each other and protect each other
 - d. We have nothing to lose but our chains

Debrief

Attendees:

Notes

Pros	
Cons	
Best Practices	
Next Steps	

Compass Leadership Identities

East (eagle, visionary/explorer, yellow, spring, creative, inventive, has fire of inspiration)

Very idea-oriented, focus on future thought
Insight into mission and purpose
Likes to experiment, explore
Can lose focus on tasks and not follow through
May become easily overwhelmed, lose track of time
Tends to be highly enthusiastic early on, then burn out

South (mouse, producer, green, summer, hearthfire, fertility, bringing together)

Allows others to feel important in determining direction of what's happening
Value-driven regarding all aspects of personal/professional life
Uses relationships to accomplish tasks
Innocence and trust in others based on vulnerability and openness
Supportive, nurturing, feeling-based
Has trouble saying "no" to requests
Internalizes difficulty and assumes blame
Prone to disappointment when relationship is seen as secondary to task
Difficulty confronting, dealing with anger

West (bear, judge, brown, autumn, learning, judgement, information)

Weighs all sides of issues
Uses data analysis and logic
Seen as practical and thorough in task situations
Introspective, self-analytical
Can become stubborn and entrenched in position
Can be indecisive, collect unnecessary data, mired in details
May appear cold, withdrawn

North (buffalo, white, winter, warrior, open to struggle, decisive)

Assertive, active, decisive
Likes to be in control of relationship and steer course of events
Quick to act, expresses sense of urgency for others to act now
Enjoys challenge of difficult situations and people
Can get defensive quickly, argue, try to out-expert you
Can lose patience, pushes for decision before it's time
May get autocratic, want things their way, ride roughshod over people

Sample Lesson Plan
Unit 7 Curriculum

[Ujamaa] : Fenty Beauty /Black Marxism + Popular Economics

- Collective Economics
 - Financial Power
 - Financial Literacy & Sustainability
- Entrepreneurship/ BIPOC-Owned businesses
 - Fashion for Social Change

Who Grounds Us (click their names for more info):

[Fenty Beauty/Rihanna](#) - Fenty Beauty (stylized as FENTY BEAUTY) is a cosmetics brand launched on September 8, 2017 by Rihanna. The brand is popular for its broad inclusivity across skin tones and gender. The original foundation launch included 40 shades, since expanded to 50. The intent behind having so many shades to offer is to differentiate from other makeup companies that do not cater to a broad market. In June 2013, Rihanna trademarked her surname, Fenty, for use on an array of products, leading to speculation that she would begin working on endeavors other than her music. Fenty Beauty was among these new trademarks. Rihanna launched Fenty Beauty in 2017 when she was 29 years old. Fenty Beauty was her first solo cosmetics brand. She developed the line with luxury conglomerate Louis Vuitton Moët Hennessey (LVMH), signing a deal in 2016 to produce Fenty Beauty through LVMH's Kendo division. Rihanna, who is from Barbados, created Fenty Beauty to provide for the inclusion of all skin tones in cosmetics offerings, including extensive shade offerings for people with deeper skin tones.

[Black Marxism](#) - The struggle for Black Liberation in the US is the the second oldest anti-oppression struggle in the United States of America. Only the struggle of the indigenous native people's is older. However, it was the kidnapping of *millions* of Black Africans to the early British Colonies in North American that started the *defining* dynamic that allowed for the early accumulation of capital through the institution of chattel slavery, both as an exploitive form of labor and in terms of the slave trade itself. Slavery, and that which flowed from it: the establishment of the color line in society; segregation and the struggles against it, and the role of the Black working class in the class struggle have all made the Black Question *the* question in terms of understanding capitalism and Imperialism in the United States to this day.

[Popular Economics](#) -The Center for Popular Economics is a nonprofit collective of political economists based in Amherst, MA. Since our founding in 1979, thousands of people have participated in our workshops and Institutes. Our programs and publications demystify the economy and put useful economic tools in the hands of people fighting for social and economic justice. We examine root causes of economic inequality and injustice including systems of oppression based on race, class, gender, nation and ethnicity. CPE provides a forum for

activists, organizers, educators, and progressive economists to come together, learn from one another and work to build a movement for social and economic justice.

Lesson 17: What is Capitalism?

- Financial Power
- Financial Literacy & Sustainability

Lesson 18: From Sou Sou to Co-op's

- Collective Economics
- Entrepreneurship/ BIPOC-Owned businesses

Lesson 19: From FUBU to Savage X

- Fashion for Social Change