

Announcing New Anti-Racism Programming for 9-12th grades

June 2020

Dear Educator,

We have heard so many teachers and schools expressing the urgent need to address the crisis of racism in America with their students. We couldn't agree more, and we're grateful for your desire to tackle this critical and complex issue. While our program offerings until now have focused on human sexuality, our diverse team of facilitators has extensive training and years of experience in anti-racism/anti-oppression models as well—and we have always included justice, equity, diversity, and inclusion content in sex-ed workshops. In addition, as many of you know, we are gifted in negotiating complex and challenging topics in a supportive and nurturing way. We set clear expectations for respectful listening and discussion and create comfortable settings for courageous conversations.

Many events in recent weeks have laid bare the need for better racial literacy education for our youth, and More Than Sex-Ed can do that for you. Our team has been working hard and we are so pleased to present a brand new Anti-Racism program for 9th-12th graders, completely virtual, available as a 5-part workshop series. The course includes live classroom experiences and supplemental reading materials, which provide essential historical, theoretical, and philosophical contexts for understanding race, racism, oppression, intersectionality, policing, incarceration, and justice movements in the United States.

Design of the Workshops

We created these lessons to meet many of the [Social Justice Standards](#) from Teaching Tolerance, a project of the Southern Poverty Law Center. A more detailed explanation of the standards, goals, and objectives students will meet during the workshops follows below. The workshops themselves weave together four themes we feel are essential for a comprehensive understanding of how race, racism, and oppression have led us to this unprecedented point in history, where the streets are flooded with cries for justice and transformation:

- History of Race, Racism, Oppression in North America
- History of Policing and Incarceration in North America
- Complicity, Resistance, & Intersectionality
- Active Resistance, Justice, Equity, Diversity, & Inclusion

We know that a five-hour long program cannot adequately prepare young people for all of the challenges of confronting systemic oppression. It is our hope that these workshops provide a baseline for students and school communities to continue growing in their capacity to address race, racism, and oppression up front.

Please view the following cost table and learning outcomes, and let us know if you think this program might be a great fit for your students.

Interdependently yours,
Jill Herbertson, Emmalinda MacLean, Gregory Boyd, and Beth Rendeiro

Program cost table:

Standard 5 workshops (5 hrs total)	Hourly rate: \$300	Total cost: \$1500
Customize a program that specifically meets the needs of your school community	Hourly rate: \$375	Total cost: TBD

Cost is per class; we cap a virtual “class” at 35 students, due to the interactive nature of the workshops. Multiple classes of students must be scheduled consecutively; we are not able to offer concurrent workshops. (We have limited facilitators and they are unable to be in two places at once!)

Standards, Goals and Objectives

This program meets the following standards, goals, and objectives:

Teaching Tolerance Social Justice Standards

Anchor Standard	Code	Grade Level Outcome
Identity 1	ID.9-12.1	I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.
Identity 3	ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Identity 5	ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
Diversity 6	DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
Diversity 7	DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.
Diversity 8	DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
Diversity 9	DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
Diversity 10	DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

Justice 11	JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
Justice 12	JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
Justice 14	JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
Justice 15	JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
Action 16	AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
Action 20	AC.9-12.16	I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.

Goals

- To understand identity as a significant feature of oppression and anti-oppression work throughout history (ID.9-12.1, ID.9-12.5, DI.9-12.7, DI.9-12.10, JU.9-12.12, JU.9-12.14, JU.9-12.15)
- To understand how identity informs and shapes personal and collective roles for combatting injustice (ID.9-12.1, ID.9-12.3, ID.9-12.5, DI.9-12.7, DI.9-12.8, DI.9-12.10, JU.9-12.11)
- To use shared anti-racist/anti-oppressive values to respond to harm caused by societal injustice (ID.9-12.5, DI.9-12.6, DI.9-12.8, DI.9-12.9, DI.9-12.10, JU.9-12.11, JU.9-12.12, JU.9-12.15, AC.9-12.16, AC.9-12.20)

Objectives

By the end of these workshops, students will be able to...

- Articulate in their own words key features of the construction of race and racism, including White and people of color (PoC) identities;
- Name and frame racism as a structure of White supremacy;
- Use accurate and culturally responsive vocabulary to discuss motifs, theories, and strategies in oppression, resistance movements, and racial identity development;
- Define in their own words the key features of Kimberlé Crenshaw's theory of Intersectionality;

- Articulate in a personally meaningful way their social location as it relates to power and privilege, through the lens of Intersectionality;
- Distinguish the difference between the intent of their actions and the impact their actions have on others relative to their complex mix of racial, sexual, cultural, ethnic, ability, socioeconomic, gender, and varied personally meaningful identities;
- Analyze areas for personal growth in racial identity and anti-racist identity development;
- Respond ethically in developmentally appropriate ways to the pain of race-based trauma caused by them and/or to them;
- Identify and participate in developmentally appropriate collective resistance to White supremacy/racism and linked oppressions;
- Evaluate the extent to which policing, incarceration, schools, social services, and other cultural institutions are informed by and/or are resisting White supremacy/racism.