



*This is the only school we know.  
Everybody does this many drafts, everybody  
worries about quality, everybody works hard.  
This is what this school is about.*

*-Ron Berger, An Ethic of Excellence*

Season 6

# week 11

## This week's student birthdays...

10	Jose	Espinoza	10	20	1999
10	Justin	Sanchez	10	20	1999
10	Cody	Shimokochi	10	22	1999
9	Nicholas	Patino	10	23	1999
10	Maira	Khan	10	23	1999
12	Anthony	Gonzalez	10	23	1997
11	Casey	Van Houten	10	25	1996
9	Michael	Prieto	10	26	2000
9	Ethan	Stokes	10	26	1999

## On the horizon...

ACT @ DVS Sat. 10/25

Amy's birthday Mon. 10/27

Blood Drive Tues. 10/28

Erika's birthday Wed. 10/29

Lila's birthday 10/30

Y&G Bill Hearing Night Mon. 11/3

SAT @ DVS Sat. 11/8

Veterans Day Holiday Mon. 11/10

PD Day Tues. 11/11

Mon 10/20

DV Board Mtg @ 5:30pm

Tues 10/21

Wed 10/22

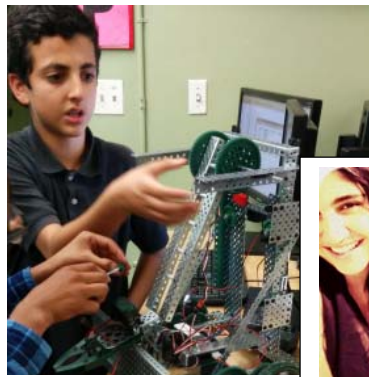
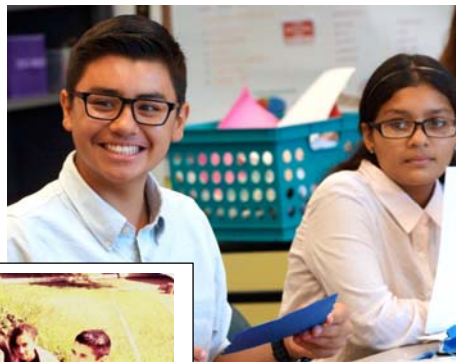
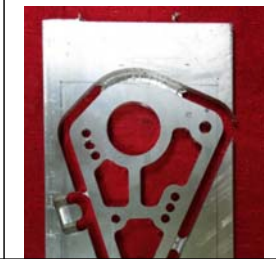
Thurs 10/23

Fri 10/24

Erika hosting staff mtg

Julie taking notes

CD: group B



Week 11	Monday, 10/20 100 min. classes 70 min. seminar	Tuesday, 10/21 100 min. classes 70 min. seminar	Wednesday, 10/22 90 min. classes 30 min. advisory 65 min. seminar	Thursday, 10/23 90 min. classes 30 min. advisory 65 min. seminar	Friday, 10/24 40 min. classes 50 min. advisory
	P1 9:00 – 10:40	P2 9:00 – 10:40	P1 9:00 – 10:30	P2 9:00 – 10:30	P1: 10:00 – 10:40 P2: 10:45 – 11:25 P3: 11:30 – 12:10
	P3 10:45 – 12:25	P4 10:45 – 12:25	P3 10:35 – 12:05	P4 10:35 – 12:05	
	Lunch 12:25 – 12:55	Lunch 12:25 – 12:55	Lunch 12:05 – 12:35	Lunch 12:05 – 12:35	Lunch 12:10 – 12:45
	P5 1:00 – 2:40	P6 1:00 – 2:40	Advisory 12:40 – 1:10	Advisory 12:40 – 1:10	P4: 12:50 – 1:30 P5: 1:35 – 2:15 P6: 2:20 – 3:00 CD B & Advisory: 3:05 – 3:55
	P7 2:45 – 3:55	P8 2:45 – 3:55	P5 1:15 – 2:45	P6 1:15 – 2:45	
			P7 2:50 – 3:55	P8 2:50 – 3:55	

# Advisory Plan for Week 11: Critical Race Theory

Wednesday 10/22

## 60 Second Story

1. Student will have the opportunity to describe himself or herself in a timed write. Take a blank piece of paper and a pen and write down as many words, roles, groups and thoughts about your identity that you can think of.

(If student need prompts, here are some suggestions)

Questions to prompt students:

- How do you define yourself?
- What do you value most about yourself?
- How do you self-identify?
- What are some of your most important characteristics that describe who you are?

2. When students are done writing their stories, ask them to keep them. We will have more time later to revise and share out their 60 second story.
3. Introduce the video by Jay Smooth - How I Learned to Stop Worrying and Love Discussing Race:  
<https://www.youtube.com/watch?v=MbdxeFcQtaU>
  - Frontload about how this is SUCH a clear video on talking about race and ideas that will guide the next 4 days.
  - Discuss the different between "thing you said" vs. "the person you are". This is a video on what Jay Smooth learned from that.
4. Class discussion. Use the following questions. Allow for the conversation to flow naturally while using the following prompts:
  - Why do you think people do not talk about race?
  - Do you think all racist comments are made by "racist people"?
  - How do we as a society silently supporting racist actions?
  - How do you as an individual silently support racist actions?
  - How does society perpetuate racism?
5. Transition conversation into discussing how not all racism comes from evil people. We as a school have committed to reflecting on ourselves as a community so that we can foster a family environment where everyone feels safe.
  - Incorporate [Growth Mindset](#) about growing in being actively anti-racist
    - How can students actively commit to this?
    - What is the best way to give feedback when you hear racist comments?
    - What is the best way to receive feedback when you make racist comment?
6. Have students read "Race is a social construct" (reading from Omi & Winant)
  - [Sticky idea](#): Tonsils vs Dental Hygiene

Highlight the quote "Being good is not a [fixed](#) characteristic but a [practice](#) by engaging with our imperfections"

- How does this tie in to our commitment to having a [growth mindset](#)?
7. As a class, discuss the importance of talking about race.
    - Tie into [GRIT](#) lessons (will take grit) & culture fair

Thursday 10/23

## Critical Race Theory and Action Week 1 Day 2 Plan

### 1. 4 Agreements for Having Courageous Conversations about Race

- Give 4 agreements handout to students. Put students in 4 groups, one for each agreement.
- Have each group discuss and write down what following that agreement would look and sound like in our advisory family.
- In the whole class, have each group share their definition of each agreement. Advisor take notes on powerpoint or poster to refer back to throughout discussion.

### 2. Discussion Questions

- Recall 60 second story - did you include race? Why or Why not? Don't share 60 second story but share your answers to why you included race in your story.
- Do you think racism still exists today in the world? Why or why not?
- Do you think racism still exists today in the US? Why or why not?
- Do you think racism still exists today in LA? Why or why not?
- Conclusion: It still exists so we need to talk about it and help our community!

### 3. Definitions of Terms

- Give students hand out and have them independently write down their definitions for:
  - Stereotype
  - Racism/prejudice
  - Race
- Advisors collect definitions and say that we will discuss these terms and definitions so we all have a common language to be able to talk about issues of race and to be able to fight racism.