

Elevate Community Impact Series

Power, Privilege, and Identity

Power and privilege are foundational concepts for subsequent learning and for this reason, we recommend you begin your journey with this course. Together we will build foundational understanding around concepts of mental models, implicit bias, and systemic racism while using a common text centered on race to guide us. Additional identities studied include ableism, socioeconomic status, mental health, American/Indian and Alaskan Natives, religions, multilingualism, and LGBTQ.

Provided text: [White Fragility](#) by Robin DiAngelo

Anti-Racism

Racism in the United States is not a new concept, but it might be newly on your radar following June 2020 and the death of George Floyd and countless others. This course is for those that have been active in their own racial and social justice work, those that are new to the journey, and anyone in between. Join us as we examine the historical context, what racism really is and what we should do about it.

Provided text: [How to be an Antiracist](#) by Dr. Ibram X. Kendi

Immigration

Respecting students' and families' immigration status and creating safe and welcoming environments for both students and adults alike is imperative to building quality relationships with families as well as inclusive school practices. This course focuses on understanding the political climate, policies, and advocacy work as well as examining a historical context, inspiring narratives, and real-life stories of struggle and resistance.

Provided text: [We Too Sing America](#) by Deepa Iyer

Indigenous Wisdom

This course will lean on the knowledge and expertise of two Indigenous authors, Dr. Robin Kimmerer and Anton Treuer. Together as a group we will use Kimmerer's text which reads from a scientific and biology lens, to analyze the power of intersectionality and the value and importance of multiple perspective taking. Each session will also incorporate interest-based learning topics determined by the group from Treuer's text, [Everything You Wanted to Know about Indians But Were Afraid to Ask](#).

Provided text: [Braiding Sweet Grass](#) by Dr. Robin Kimmerer

Poverty

The focus of this course is understanding how poverty effects opportunities for students and adults in the school system. Through our text readings, articles, videos, outside expertise, and personal experience, we will shine a light on inequities and find ways to change or mitigate practices that do not respect or effectively serve people from all socio-economic backgrounds.

Provided text: [Supporting Students Struggling with Poverty](#) by Paul Gorski

Race, Religion, and Language

This course will focus on the intersection of one student's racial, religious, and language identities using the text, Burro Genius. Understanding how our intersecting identities impact our school experiences is essential for how we present learning and teaching. Learning and discussion will focus on how we continually work towards equitable learning environments for all students regardless of race, religion, or language (or other identities).

Provided text: Burro Genius by Victor Villasenor

Healing Racialized Trauma

In this course we focus on racialized trauma, using Resmaa Menakem's text, My Grandmother's Hands to explore the intersections of trauma, race, racism, history, and the body. The text and course are about awareness as well as learning the pathways to mending our hearts and bodies.

Provided text: My Grandmother's Hand by Resmaa Menakem

Sexual Orientation and Gender Identity

Recognizing and respecting our students' sexual orientation, gender identity and/or expression by ensuring a safe and equitable learning community for each student is essential to our work. This series will give educators the opportunity to build their knowledge and comfort level around potentially unfamiliar identities, helping us better recognize and respond to inequities as they occur.

Provided text: Getting to Ellen by Ellie Krug

Voices from Minnesota

This course explores firsthand accounts from a variety of Minnesota-based writers on how they experience race in Minnesota in A Good Time for the Truth. We will listen to personal accounts, explore our own experiences, and develop responses and actions we can take into our personal lives and the classroom that advocate for equitable experiences for each and every student and adult.

Provided text: A Good Time for the Truth by Edited by Sun Yung Shin