

# Words Matter

## Lesson Series

**NOTE: LESSONS PROVIDED IN THIS [EXAMPLE SLIDE BANK](#) TAKE APPROXIMATELY 30–45 MIN EACH. IF LESSONS ARE BEING IMPLEMENTED DURING AN ADVISORY TIME, IT MAY BE HELPFUL TO INCLUDE A CONTENT CATCH-UP DAY TO ENSURE THAT ALL CLASSES HAVE TIME TO MAKE IT THROUGH THE CONTENT.**

**BY: Julia Carstensen-Wetterau in collaboration VPS students and families**





# Words Matter

## Lesson One

### Creating “Ripples”

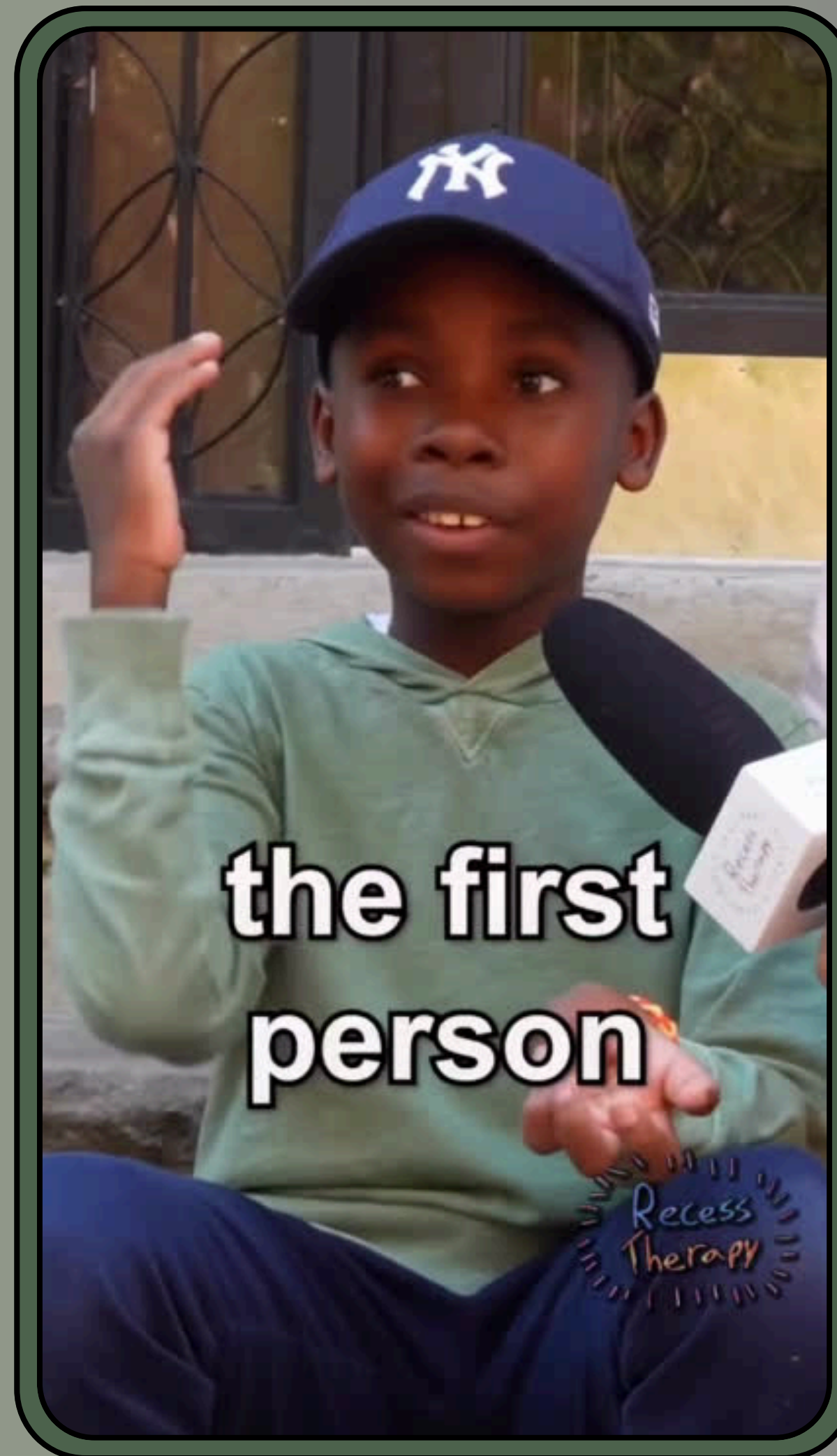




# WELCOME



Watch the video at right.  
Then, play the imagination  
game! **What would you  
imagine into the world if  
you could?**





# MINDFULNESS MOMENT



Breathe in and out using the video at right for 5-10 sets

## Breathwork helps with:

Reduced Stress and Anxiety

Stress Management

Improved Focus and Concentration

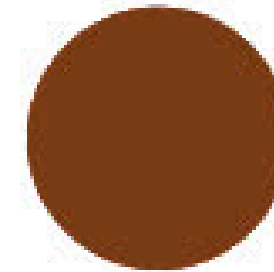
Emotional Regulation

Increased Energy Levels

Positive Mood Enhancement:

Empowerment and Self-Care

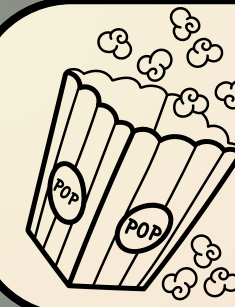
Enhanced Mind-Body Connection:



**Breathe in...**



# GUIDELINES



Popcorn read the  
below guidelines for  
today's lesson

**BE RESPECTFUL, MATURE, AND OPEN-MINDED.**

**ACTIVELY ENGAGE AND ENCOURAGE EVERYONE'S PARTICIPATION.**

**BE MINDFUL OF OTHERS' FEELINGS AND OPINIONS, ASSUMING POSITIVE INTENTIONS IN THEIR CONTRIBUTIONS.**

**BE SUPPORTIVE AND RESPECT CONFIDENTIALITY WHEN SOMEONE SHARES PERSONAL EXPERIENCES OR THOUGHTS.**

**SPEAK FROM PERSONAL EXPERIENCE WHILE RESPECTING OTHERS' DIVERSE EXPERIENCES.**





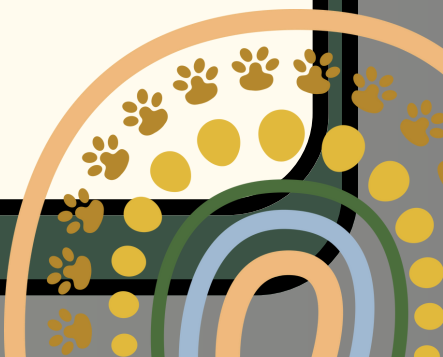
# LESSON OVERVIEW

## LEARNING TARGET:

I CAN **UNDERSTAND** THE **IMPACT OF WORDS** AND THE IMPORTANCE OF **BEING MINDFUL WHEN INTERACTING WITH THOSE AROUND ME.**

## LESSON SUMMARY/AGENDA:

- VIDEO CONNECTIONS AND RELATED DISCUSSIONS
- OPTIMISTIC CLOSURE- COMMIT TO A NEXT STEP

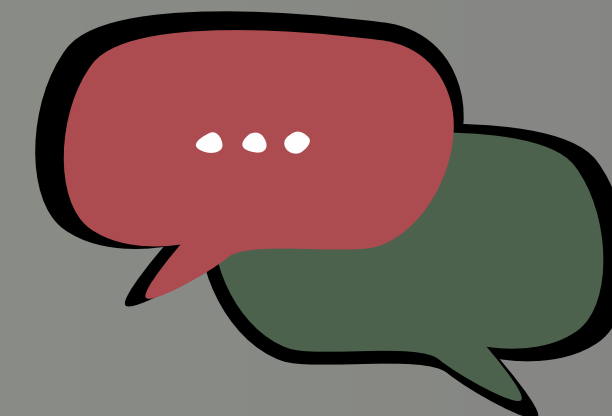




# "THE RIPPLE EFFECT"



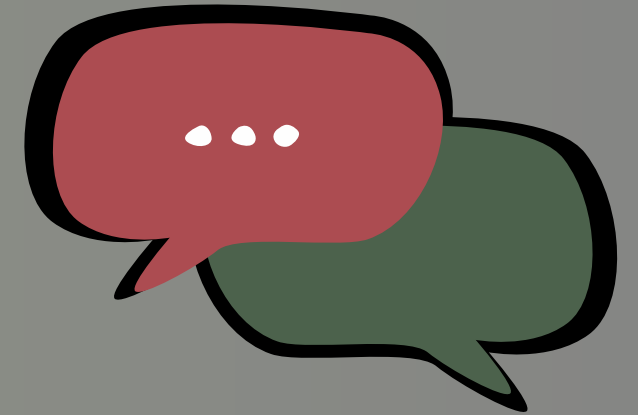
HOW TO TURN  
ON CLOSED  
CAPTIONS



## TURN AND TALK:

How can "The  
Ripple Effect"  
change our  
school for the  
better or worse?

# WORDS AND OUR BRAINS

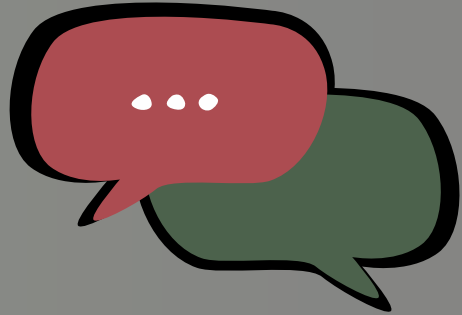


## TURN AND TALK:

Considering how our words can directly affect our brain activity and bodily systems, **why** is using positive, kind language in our interactions with others at school important?



# HOW WORDS SHAPE OUR SCHOOL CULTURE



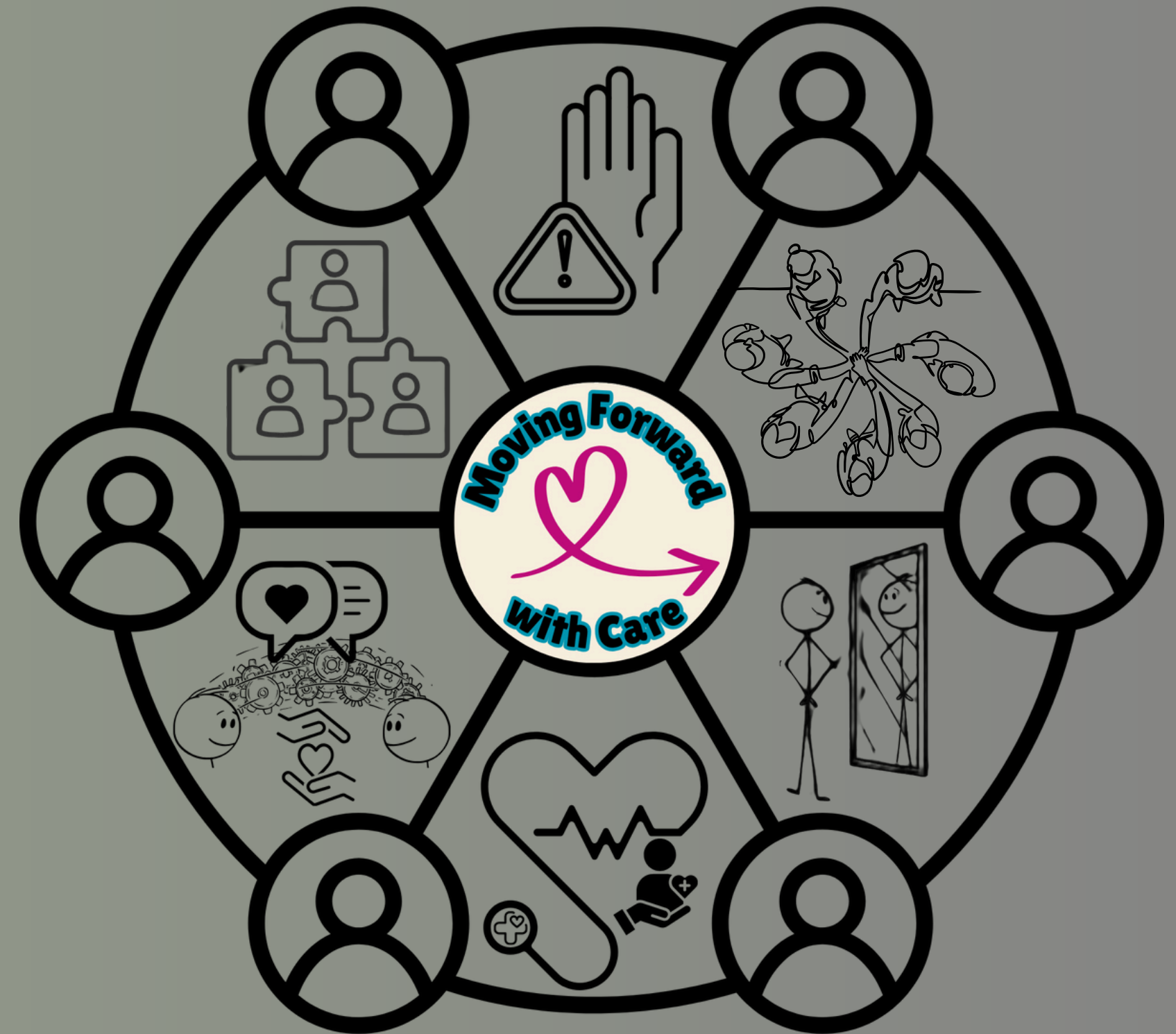
## TURN AND TALK:

1- Reflect on a situation where someone's words made a significant impact on your day or shifted the energy in your environment. **How did it affect you and others around you?**

2- Brainstorm specific **examples** of when and how positive language could be used throughout the school building.

# OPTIMISTIC CLOSURE: ACTION STEP

**Students! Throughout your day, practice being mindful of using kind and respectful language. Also, pay attention to how positive words directed toward you can influence your mood and enhance your learning experience! Remember, we all play a part in creating our environment. With this in mind, is there any other action step you want to commit to?**





# Words Matter

## Lesson 2

### Harmful Language Part 1



# WELCOME

00:15



For each round, walk around the room until the timer STOPS. Then, with the person closest to you, take turns responding to the provided question/prompt:

**Round 1-** Where is your dream vacation spot?

**Round 2-** Share examples of positive language you have heard around school since our last lesson on **why our words matter!**



# MINDFULNESS MOMENT



Breathe in and out using the video at right for 5-10 sets

## Breathwork helps with:

Reduced Stress and Anxiety

Stress Management

Improved Focus and Concentration

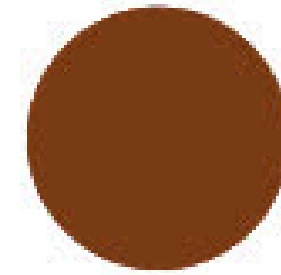
Emotional Regulation

Increased Energy Levels

Positive Mood Enhancement:

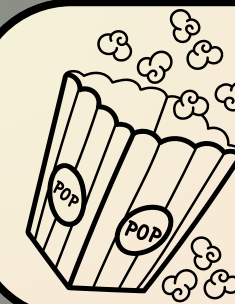
Empowerment and Self-Care

Enhanced Mind-Body Connection:



**Breathe in...**

# GUIDELINES



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below guidelines for  
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**BE SUPPORTIVE AND RESPECT CONFIDENTIALITY WHEN SOMEONE SHARES PERSONAL EXPERIENCES OR THOUGHTS.**

**SPEAK FROM PERSONAL EXPERIENCE WHILE RESPECTING OTHERS' DIVERSE EXPERIENCES.**





# LESSON OVERVIEW

## LEARNING TARGET(S):

I CAN BETTER **RECOGNIZE** AND **UNDERSTAND** "MICROAGGRESSIONS"

I CAN **REFLECT** UPON WHY "MICROAGGRESSIONS" ARE HURTFUL TO INDIVIDUALS AND OUR SHARED COMMUNITY

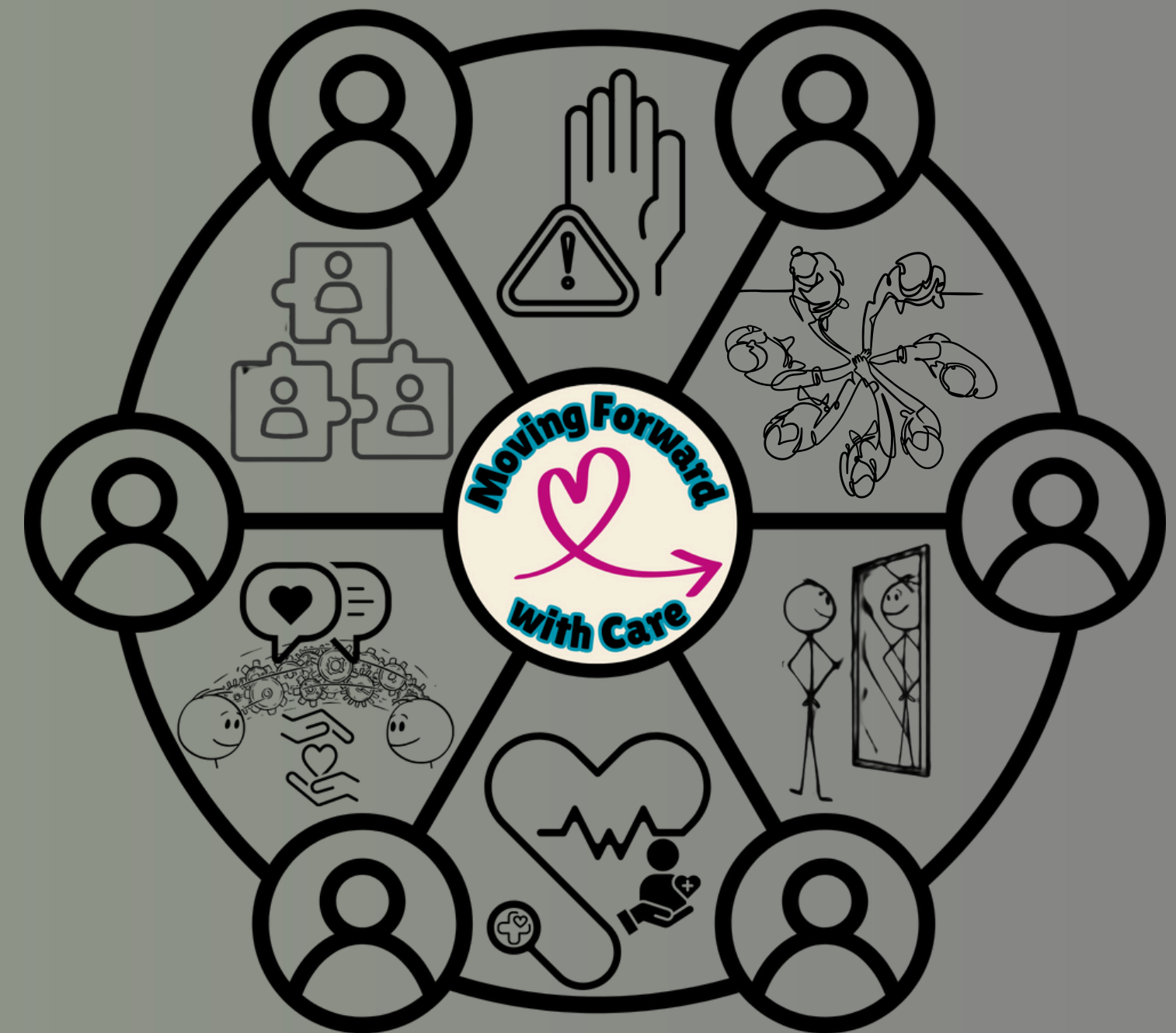
## LESSON SUMMARY/AGENDA:

- **RELATED VOCAB**
  - **VIDEO/DATA CONNECTION AND RELATED DISCUSSIONS**
  - **OPTIMISTIC CLOSURE: PARTNER REFLECTION**
- 

# REMINDER

**TALKING ABOUT/ADDRESSING ISSUES LIKE THIS TAKES COURAGE. IT REQUIRES A LEVEL OF HONESTY AND VULNERABILITY THAT CAN BE UNCOMFORTABLE. THAT REQUIRES BRAVERY. IT IS ALSO COMMON FOR PEOPLE TO JOKE OR MAKE LIGHT OF THINGS THAT MAKE THEM UNCOMFORTABLE. PLEASE TRY YOUR BEST TO BE MATURE.**

**NOTE: IF YOU NEED TO STEP OUT AT ANY POINT, YOU CAN SIGNAL TO YOUR TEACHER AND A STAFF MEMBER WILL ACCOMMODATE YOU.**





# VOCAB REVIEW

## UNINTENTIONAL:

Doing something  
on accident  
(**harm may still  
occur and must  
be addressed**)

## IMPOLITE:

Doing something  
unintentionally  
hurtful

## INTENTIONAL:

Doing something  
on purpose

## BULLYING:

Someone doing  
something  
intentionally hurtful to  
someone else and then  
keeps doing it even  
after they have been  
asked to stop

## MEAN:

Doing something  
intentionally  
hurtful



# NEW VOCAB

## **PREJUDICE:**

A preconceived negative opinion or attitude towards a person or group that is not grounded in objective reasoning or direct personal experience.

## **DISCRIMINATION (PREJUDICE IN ACTION):**

The unfair and unjust treatment of various groups of people, particularly based on factors such as race, gender, sexual orientation, or age.

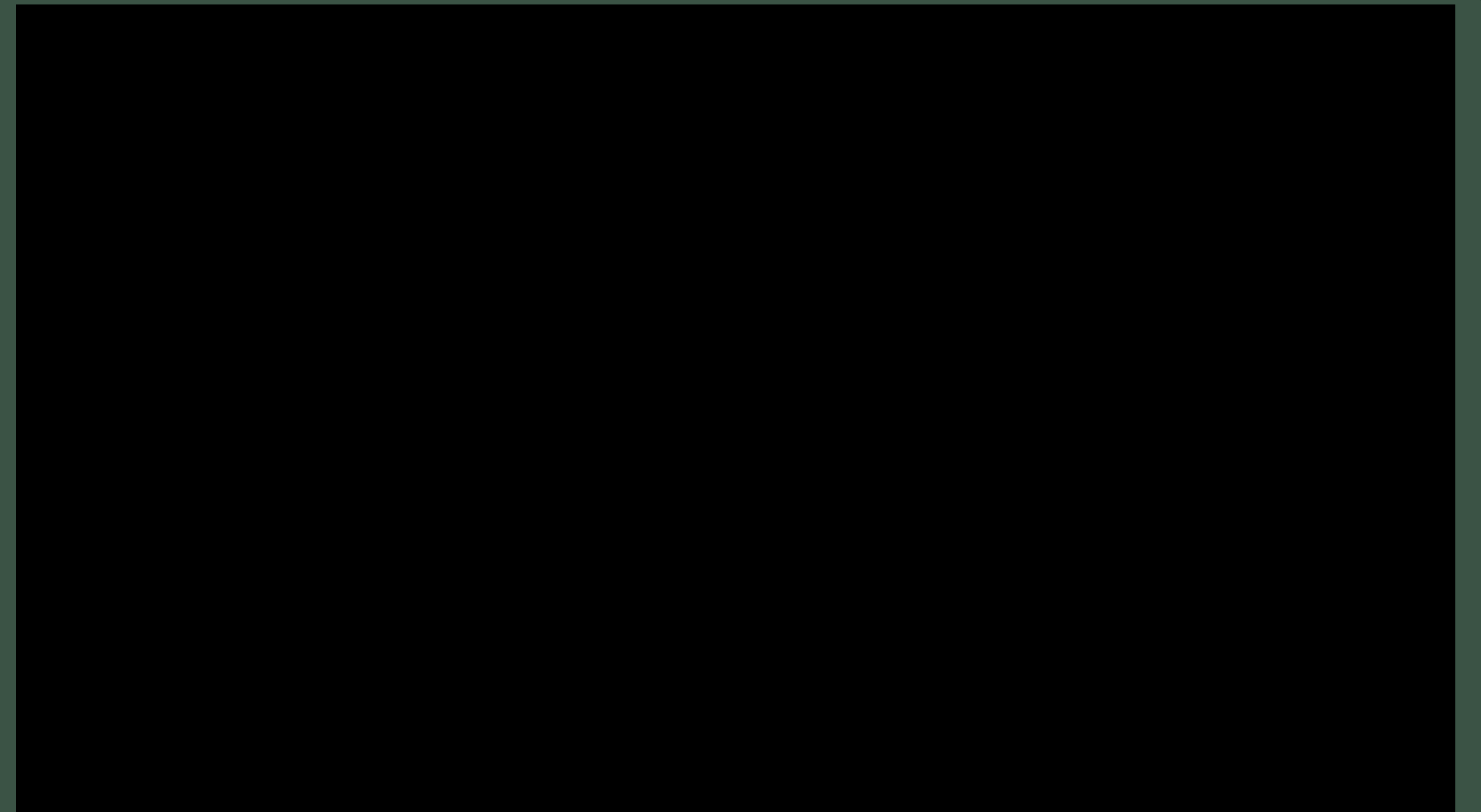
## **MICROAGGRESSION:**

A form of often unintended discrimination;

The everyday slights, insults, and offensive behaviors that people of marginalized groups experience in daily interactions, which include hurtful underlying messages (**think backhanded compliment**)

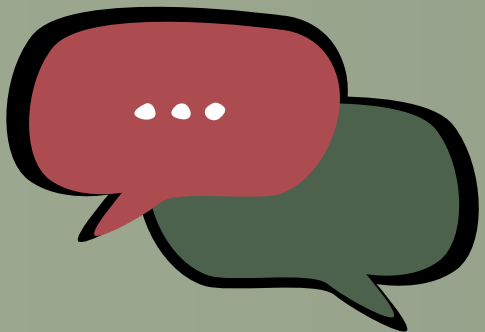


# REAL VOICES: UNDERSTANDING MICROAGGRESSIONS



## TURN AND TALK:

- 1- What stood out to you most from the videos? How might **microaggressions** affect a student's school experience?
- 2- Think back to our last lesson on why our words matter. How do these new concepts relate to "**The Ripple Effect**"



# DATA REFLECTION

On average a **BIPOC** (Black, Indigenous, and people of color. Pronounced "bye-pock,")/LGBTQ+ student receives:

- 291 microaggressions in a 90-day period
- 3 microaggressions per day
- 21 per week

**Use the above data to help answer the Turn and Talk questions at right:**



## **TURN AND TALK:**

**Why might a BIPOC/LGBTQ+ student not always react to a microaggression and/or slur in the moment?**

**Why might they sometimes play it off as a joke?**



# THE BUILDING HARM OF MICROAGGRESSIONS



FOR PEOPLE WHO STILL DON'T THINK

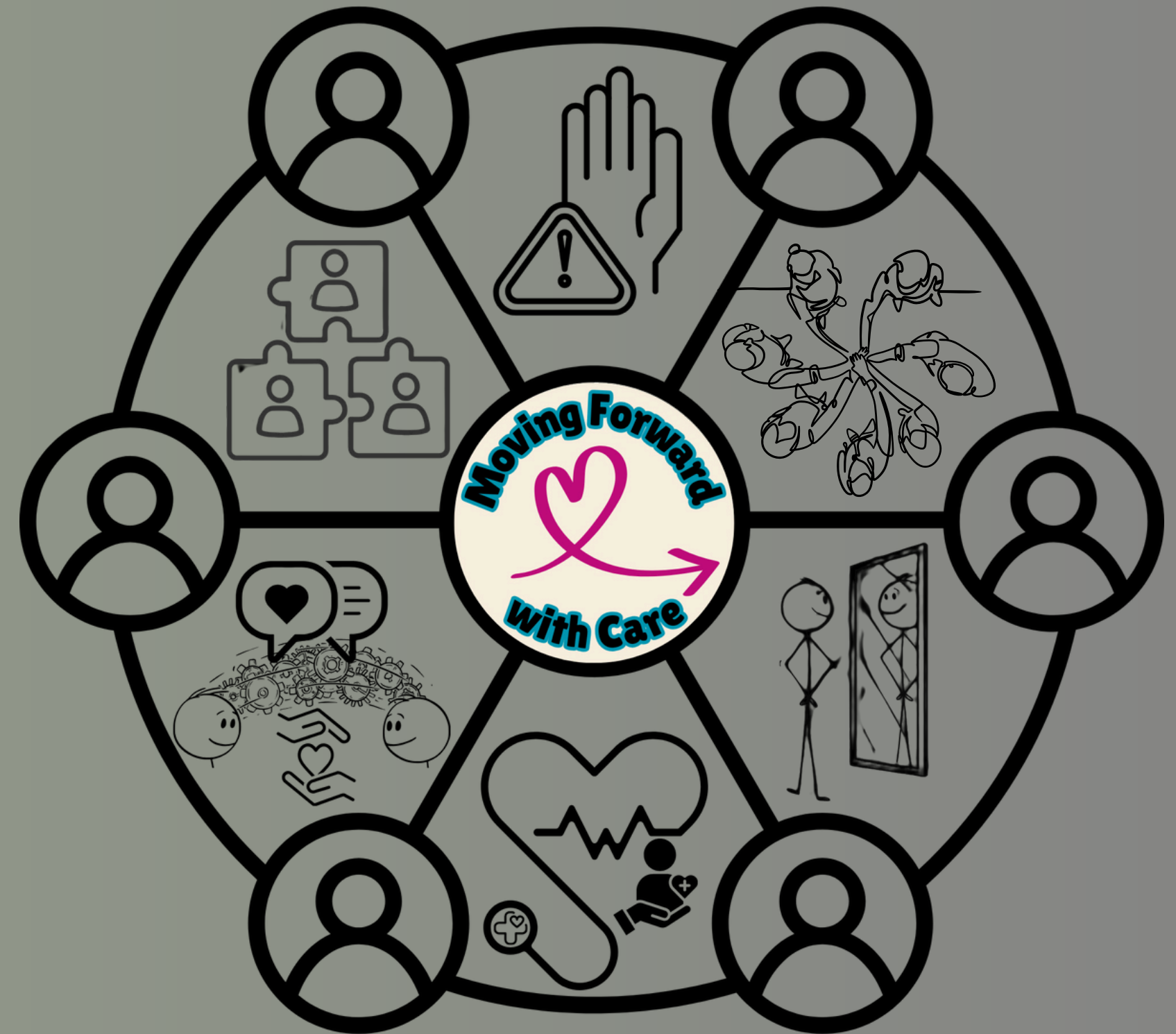


## REFLECT:

Why do you think psychologists refer to **microaggressions** as "**death by a thousand cuts**".

## OPTIMISTIC CLOSURE: PARTNER REFLECTION

**With an elbow partner, discuss what takeaways from this lesson will be important to know three years from now. Why?**



# Words Matter

## Lesson 3

### Harmful Language Part 2





# WELCOME

00:15



For each round, walk around the room until the timer STOPS. Then, with the person closest to you, take turns responding to the provided question/prompt:

**Round 1-** What's your favorite family/cultural tradition?

**Round 2-** Think back to our lesson on Harmful Language. In your own words, define the term "**microaggression**".

# MINDFULNESS MOMENT



Breathe in and out using the video at right for 5-10 sets

## Breathwork helps with:

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Stress Management

Improved Focus and Concentration

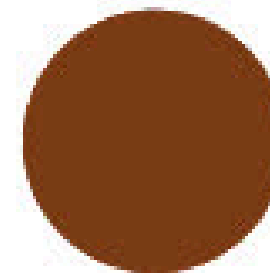
Emotional Regulation

Increased Energy Levels

Positive Mood Enhancement:

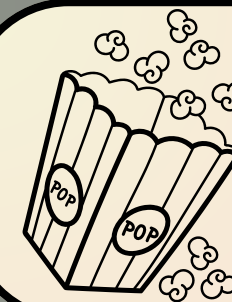
Empowerment and Self-Care

Enhanced Mind-Body Connection:



Breathe in...

# GUIDELINES



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# LESSON OVERVIEW

## LEARNING TARGET(S):

I CAN BETTER **UNDERSTAND** THE IMPACT OF "SLURS"

I CAN **REFLECT** UPON WHY "SLURS" ARE HURTFUL TO INDIVIDUALS AND OUR SHARED COMMUNITY

## LESSON SUMMARY/AGENDA:

- **VOCAB**
- **VIDEO/AUDIO CLIP CONNECTION AND RELATED DISCUSSION/NOTE-TAKING**
- **REVIEW VPS'S UPDATED SCHOOL-WIDE RESTORATIVE RESPONSE TO SLURS AND/OR INCIDENTS OF HATE/BIAS**
- **OPTIMISTIC CLOSURE: QUOTE REFLECTION**

## MATERIALS NEEDED:

- Provided notes worksheet  
(**copies in work room**)
- Writing utensil

LESSON NOTES

NAME: \_\_\_\_\_

Notes/Commentary: \_\_\_\_\_

Questions: \_\_\_\_\_

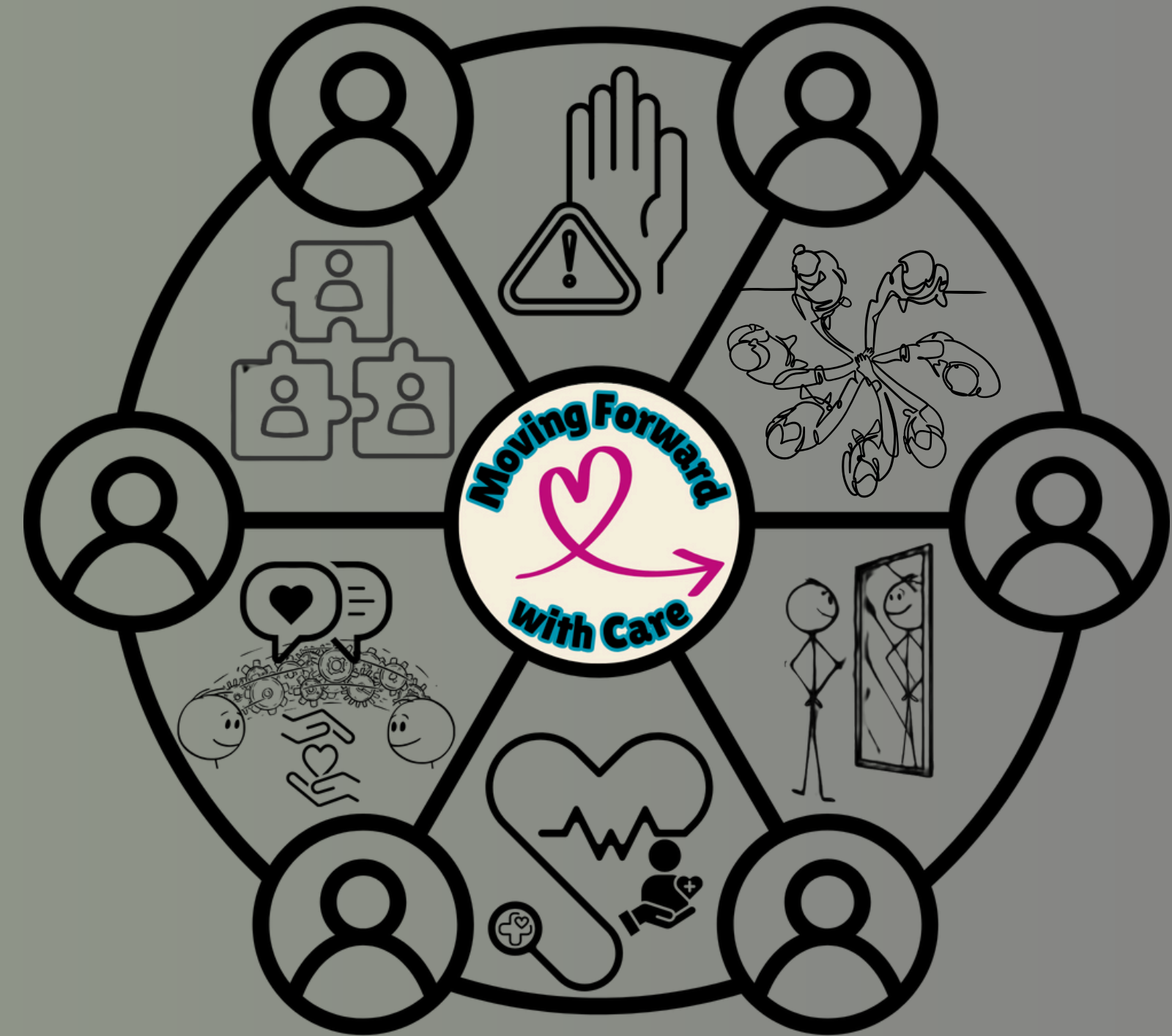
Main Takeaway: \_\_\_\_\_



# REMINDER

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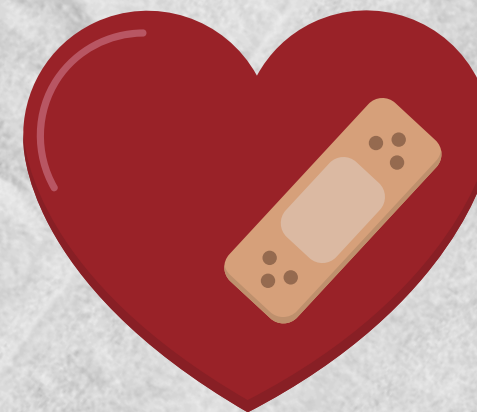
# NEW VOCAB

## **SLUR:**

**An insulting, offensive or degrading remark/term, often based on an identity group such as race, ethnicity, religion, gender/gender identity or sexual orientation.**

## **RACIAL SLUR:**

**An insulting, offensive or degrading remark/term, based on race.**





# RECORDING YOUR THOUGHTS!

Use the provided "**Lesson Notes**" worksheet to **record your notes, commentary (individual thoughts), and questions** on the video and audio content on the following slides!

LESSON NOTES		NAME:
Notes/Commentary:	Questions:	
Main Takeaway		



# GUEST SPEAKERS: THE IMPACT OF SLURS

**ERIN JONES AND PAST COLUMBIA RIVER HIGH SCHOOL STUDENTS SPEAK ABOUT THE NEGATIVE IMPACT OF SLURS IN THE SCHOOL SPACE.**



## **ERIN JONES: QUICK BIO**

- 28 years of experience in education
- Teacher, Instructional Coach, Assistant State Superintendent, School District Director
- Worked in White communities, Black communities, and some of the most diverse communities in the nation.

**Clip from Columbia River High School's MLK Assembly 2021-22**

# COMMON QUESTIONS ANSWERED:

**The Following ?'s are Answered in the Audio Clips**

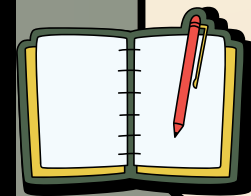
**1- Why is it sometimes considered okay OUTSIDE of school for members of the same racial/cultural group to call each other the slur(s) associated with THEIR racial/cultural group?**

**2- How does a racial or cultural group's re-appropriation of certain slurs help SOME within their group heal?**

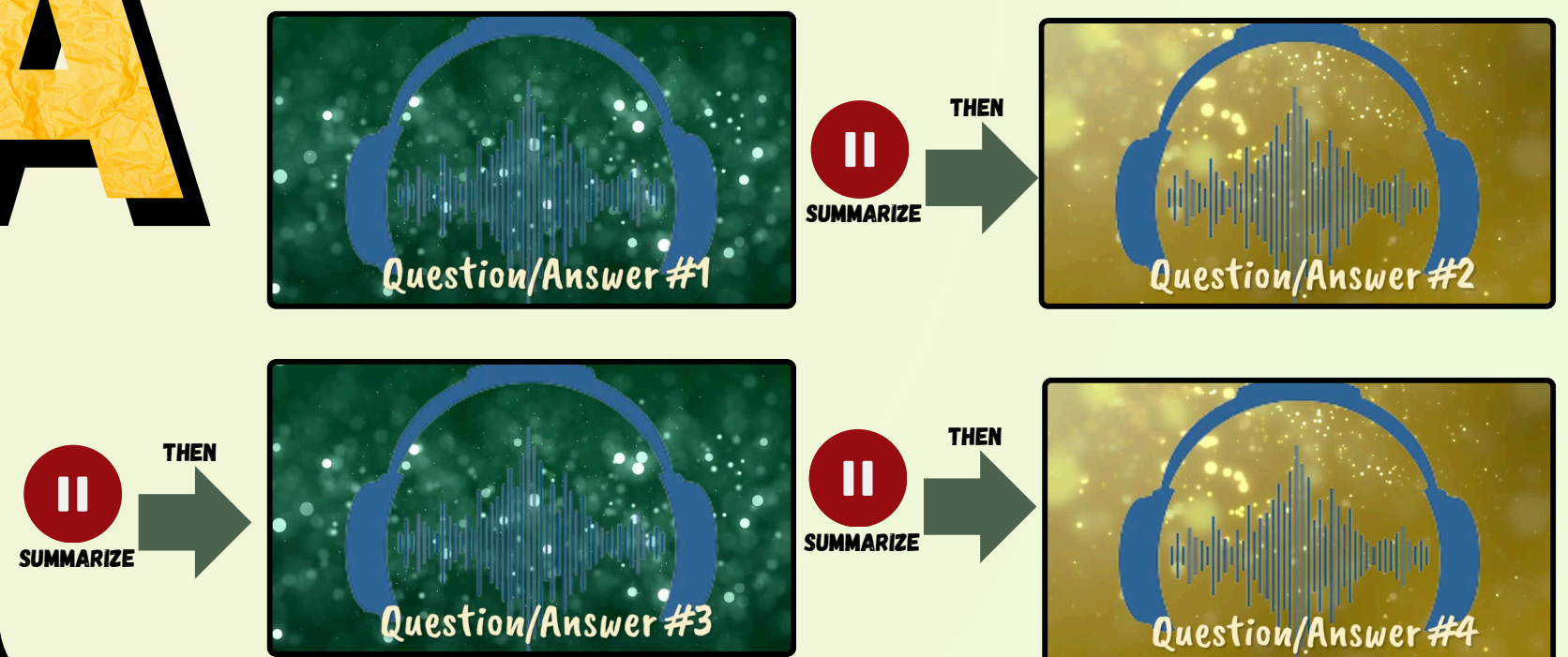
**3- WHY is it NOT okay for people OUTSIDE of that cultural group to use those same slurs?**

**4- Why are slurs NEVER okay in school regardless of who says them and who they say them to?**

**As a class, pause after each question to summarize the answer given in the audio clip. Write the answer in your own words on the provided worksheet.**



**A**







# VPS RESPONSE POLICY

## **IF A STUDENT SAYS A RACIAL OR CULTURAL SLUR AND/OR ENGAGES IN AN INCIDENT OF HATE/BIAS, THE FOLLOWING WILL HAPPEN:**

- Step 1: A staff member will interrupt the harmful language (“Stop, that is hurtful.”)
- Step 2: The staff member will write an OFFICE referral in Synergy for that student’s behavior
- Step 3: Guardian(s) will be contacted (student harmed and student responsible)
- Step 4: The student responsible will participate in an educational learning opportunity on the type of harm they have caused.
- Step 5:
  - The student may be given the opportunity for a restorative conversation/restorative re-entry plan (depending on whether both students are willing to restore the harm)
  - The student responsible may have additional disciplinary consequences

### **IF the behavior happens again:**

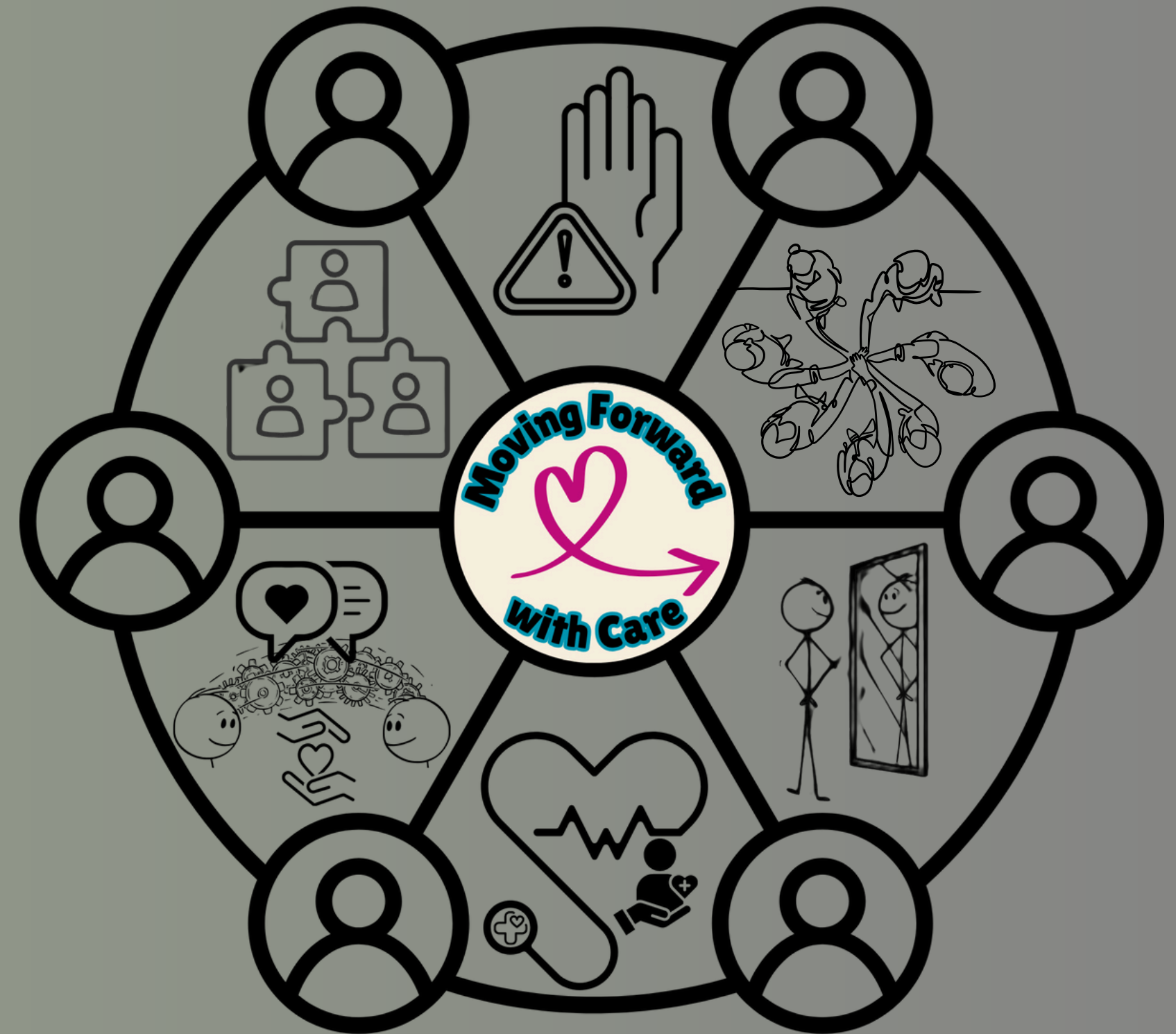
- A formal meeting with the student, family, and staff will be scheduled and building leadership will explore exclusionary discipline options as well as additional behavior interventions.

# OPTIMISTIC CLOSURE: QUOTE REFLECTION

As you go about your day, reflect back upon the following quote:

"For me, I am driven by two main philosophies [ways of thinking]: know more today about the world than I knew yesterday and lessen the suffering of others. You'd be surprised how far that gets you."

-**Neil deGrasse Tyson**, African American astrophysicist, author, and scientists



# Words Matter

## Lesson 4

### Harmful Language Part 3





# WELCOME

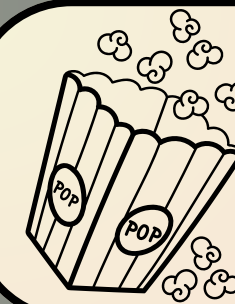
**Reflect on the following quote:**

**“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”**

**-Maya Angelou**

**The way you make people feel is what truly sticks with people.**

# GUIDELINES



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below guidelines for  
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# GATHERING MATERIALS

## GUIDED NOTES WORKSHEET

**Harmful Language: Surface-Level vs. Below the Surface Diagram**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

WHAT IS SEEN/HEARD ON THE SURFACE:

WHAT IS FELT/THOUGHT ABOUT BELOW THE SURFACE:

**Interpersonal:**  
relating to relationships or communication between people

**Intrapersonal:**  
occurring within the individual mind or self; our communication and relationship with ourselves; relating to how we see and think of ourselves

**Note for teachers: paper copies are available in the production room!**



# VOCAB REVIEW

## RAISE YOUR HAND:

Think back to our previous lessons on Harmful Language. In your own words, define the term "**slur**".



## RAISE YOUR HAND:

Think back to our previous lessons on Harmful Language. In your own words, define the term "**microaggression**".





# VOCAB REVIEW



## **SLUR:**

**An insulting, offensive or degrading remark/term, often based on an identity group such as race, ethnicity, religion, ethnic, gender/gender identity or sexual orientation.**



## **MICROAGGRESSION:**

**A form of often unintended discrimination;**

**The everyday slights, insults, and offensive behaviors that people of marginalized groups experience in daily interactions, which include hurtful underlying messages.**

# Harmful Language: Surface-Level Reactions vs. Below the Surface Impact Diagram

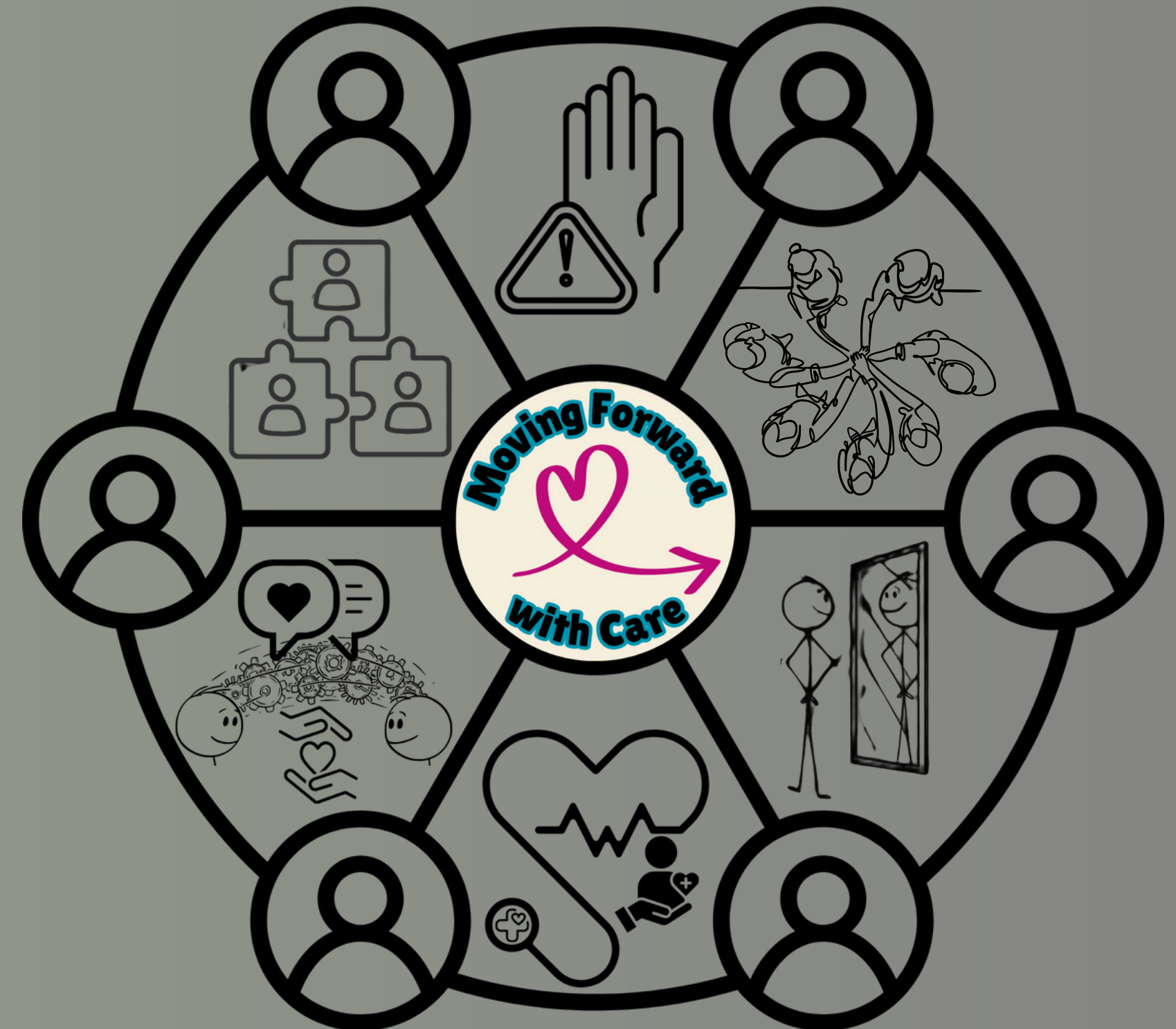
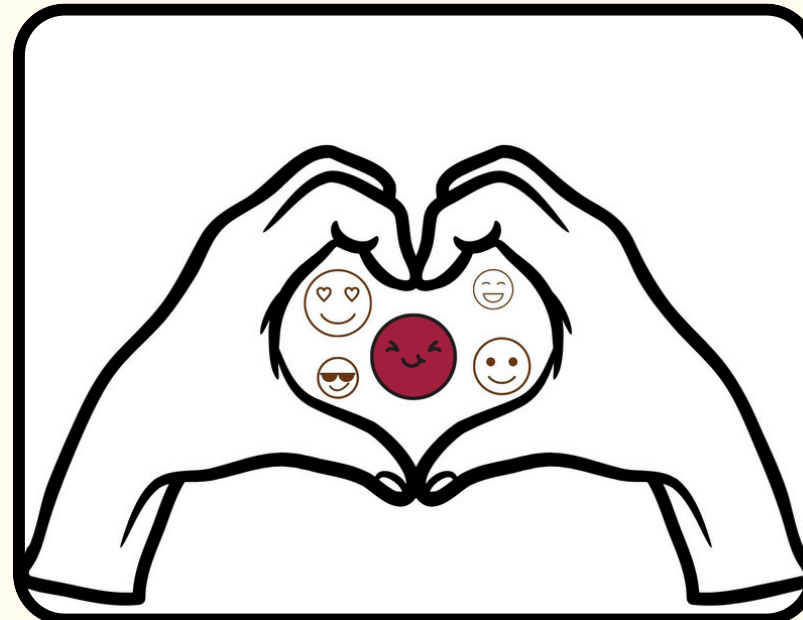
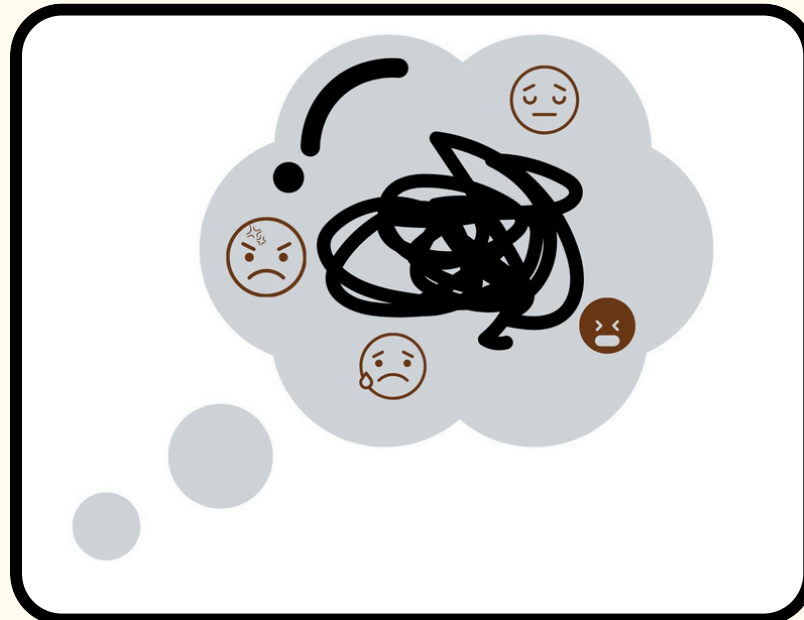


## Guided Notes Video



# OPTIMISTIC CLOSURE: REFLECTION

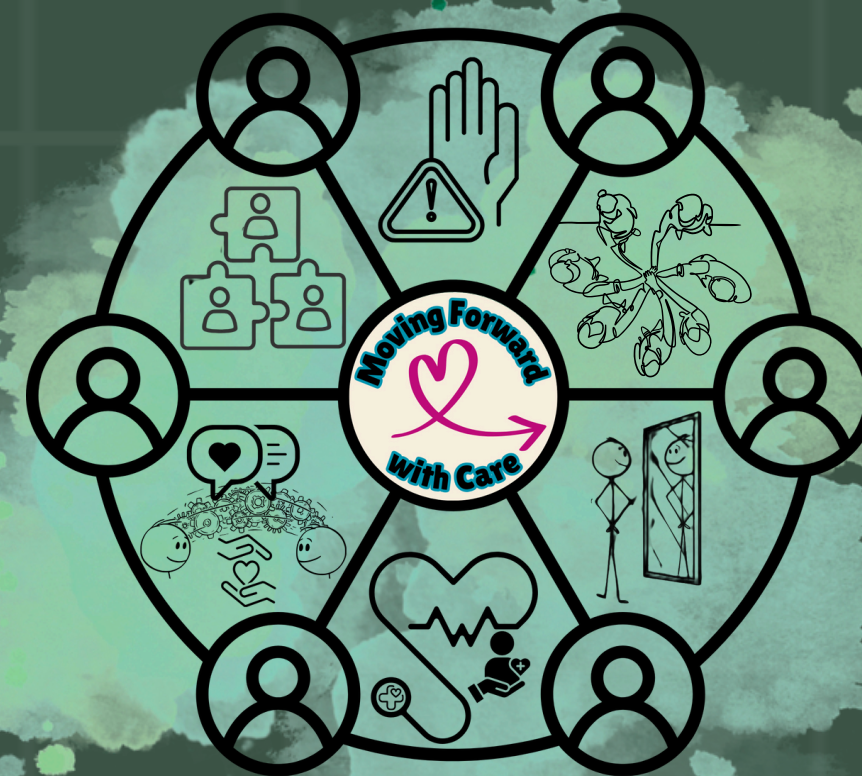
**REFLECT:** HOW DO YOU WANT TO MAKE OTHERS FEEL? HOW DO YOU WANT TO BE REMEMBERED?



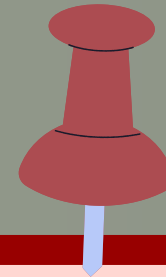
# Words Matter

## Lesson 5

### Harmful Language Part 4



# GATHERING MATERIALS



## VIDEO WORKSHEET

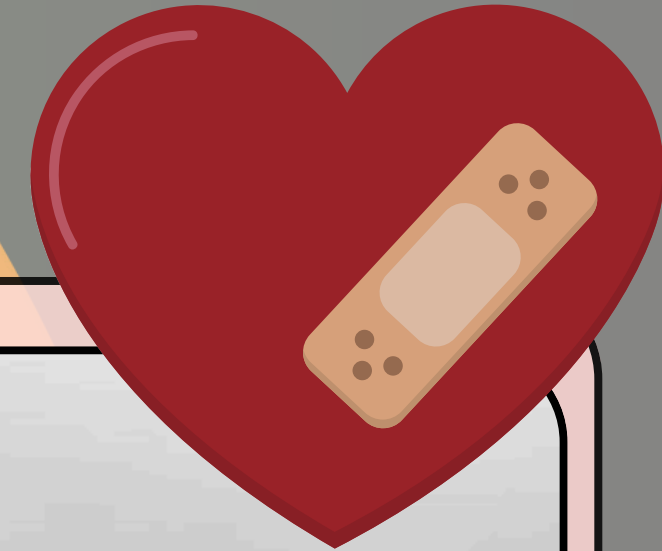
Humanizing vs. Dehumanizing Language: Video Worksheet	
NAME: <input type="text"/>	DATE: <input type="text"/>
In your own words (or with drawings) define the term "humanize".	Explain "DEhumanizing" and how it is DIFFERENT from "humanizing".
Think of a time when you were humanized (treated with equal respect, fully understood, etc.) How did it feel? AND/OR Think of a time when someone DEhumanized you or someone you know. How did it feel?	How might knowing this information, help individuals at our school create a better school community?

This worksheet is to be completed **AS YOU WATCH** today's video lesson.

Note for teachers: paper copies are available in the production room!



# WELCOME



Reflect on the following poem by following the steps below:

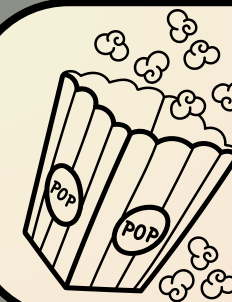
- 1.) **Set the tone:** students put their heads down and close their eyes.
- 2.) **Read/Listen:** teacher/staff, read the poem while students listen thoughtfully.
- 3.) **REread/Reflect:** teacher/staff, REread the poem while students think about the one word or line that is sticking with/standing out to them the most.
- 4.) **Discuss: Share what stood out to you most** (think-pair-share OR whole group)

## Sticks And Stones

Sticks and stones may break my bones, but words can also hurt me.  
Stones and sticks break only skin, while words are ghosts that haunt me.  
Slant and curved the word-swords fall, it pierces and sticks inside me.  
Bats and bricks may ache through bones, but words can mortify me.  
Pain from words has left its' scar, on mind and hear that's tender.  
Cuts and bruises have not healed, it's words that I remember.

*Ruby Redfort*

# GUIDELINES



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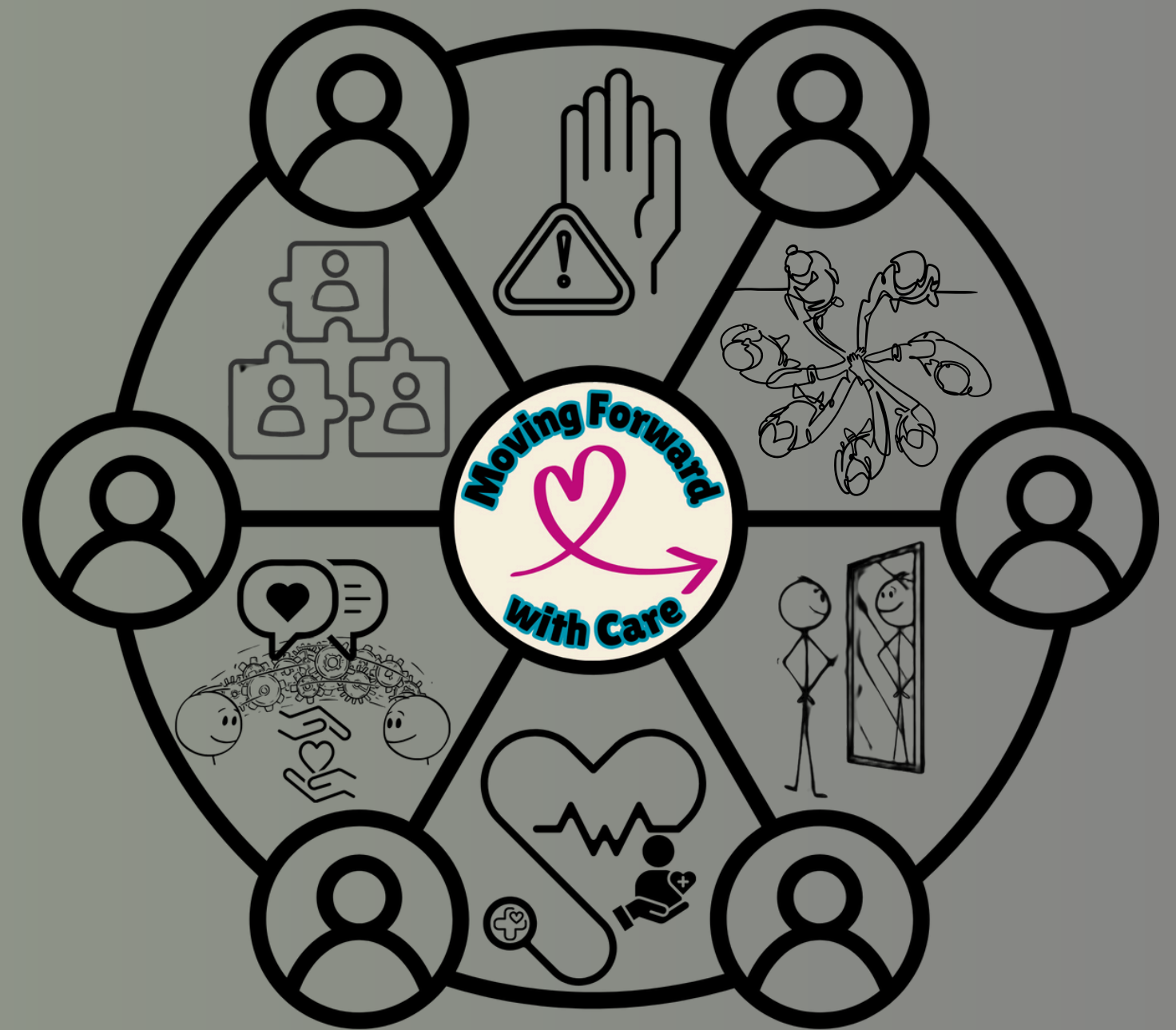
**SPEAK FROM PERSONAL EXPERIENCE WHILE RESPECTING OTHERS' DIVERSE EXPERIENCES.**



# REMINDER

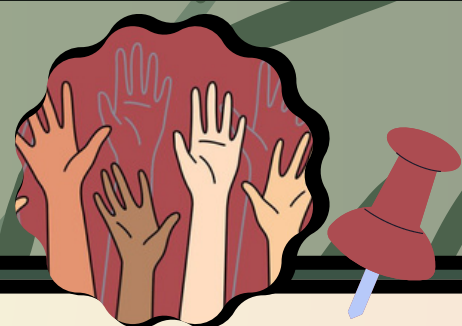
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**ALSO, KEEP IN MIND THAT TODAY'S TOPIC IS ONE THAT MANY STUDENTS IN VPS REQUESTED WE ADDRESS WITH ALL STUDENTS. PLEASE RESPECT THAT AND TAKE THE LEARNING TO HEART.**





# CONTENT REVIEW



Review/study the **Surface-Level vs. Below-the-Surface Diagram** from our previous lesson on harmful language.

**Remember: EVERY comment, thought, reaction, and feeling is based on REAL interviews with VPS students!**

**RAISE YOUR HAND:**  
What do you **NOTICE** and/or **WONDER?**

## KEY

### Harmful Language: Surface-Level vs. Below the Surface Diagram

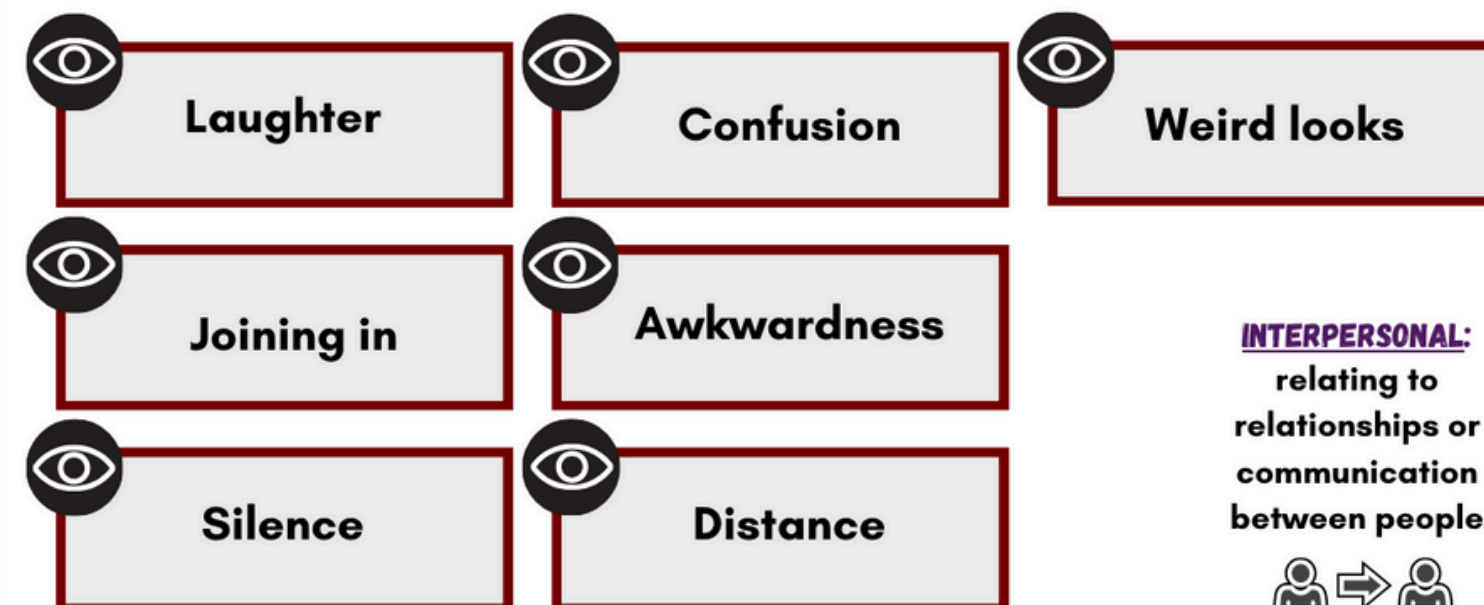
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



"No big deal."  
"It doesn't bug me."  
"It's a joke."  
"We're friends, it's fine."


**WHAT IS SEEN/HEARD ON THE SURFACE:**



**INTERPERSONAL:**  
relating to relationships or communication between people



**WHAT IS FELT/THOUGHT ABOUT BELOW THE SURFACE:**



"I don't know what to do. I feel like nothing will help."  
"I am so tired of it"  
"I don't know how to make them stop."  
"Why does this keep happening?"  
"I pretend it doesn't hurt because I don't want to lose them as a friend."



**INTRAPERSONAL:**  
thoughts and feelings occurring within one's individual mind or self; our communication and relationship with ourselves; relating to how we see and think of ourselves





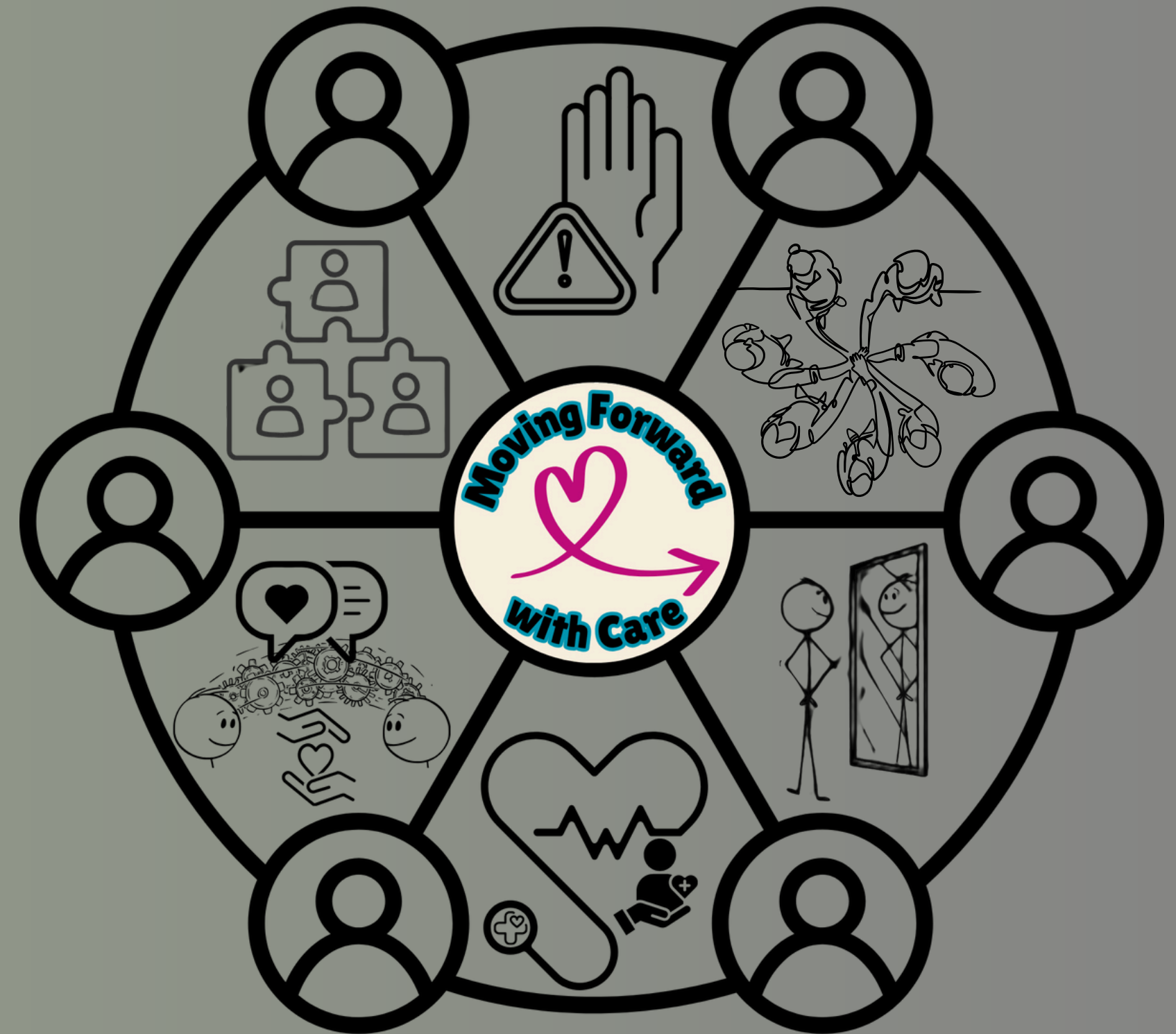
# ***DEHUMANIZING LANGUAGE***

Created by Julia Carstensen-Wetterau in collaboration with Jason Lee students

# OPTIMISTIC CLOSURE: ACTION STEP

## COMMIT TO AT LEAST ONE ACTION STEP:

- 1.) Commit to listening for and reflecting upon the impact of harmful language.
- 2.) Commit to NOT causing harm with the language you choose to use.
- 3.) Commit to bravely interrupt harmful language when you see or hear it happening.





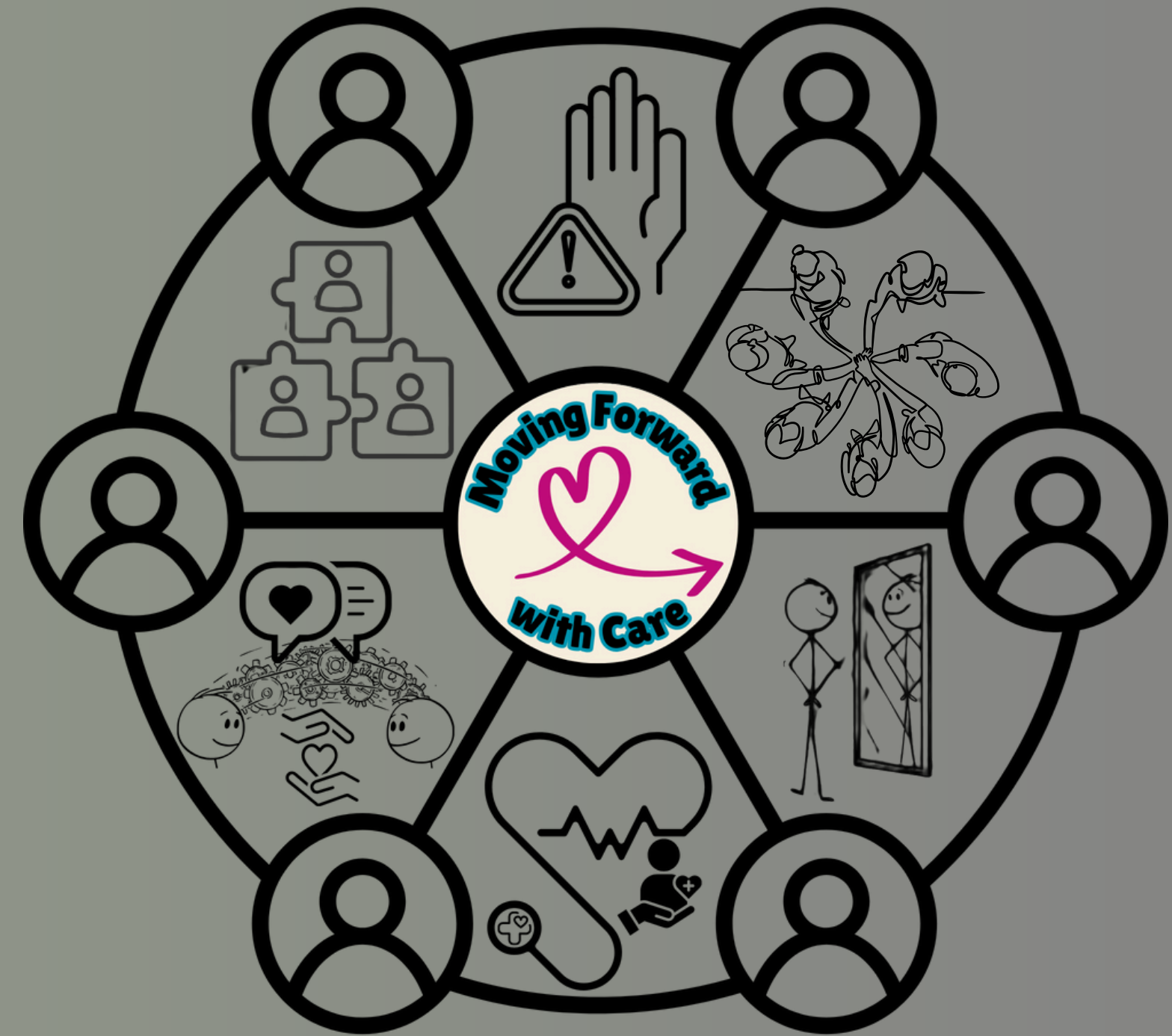


**(EXAMPLE After Break Review) Link**


# THINGS WE'VE LEARNED ABOUT:



- **WHY WORDS MATTER**
- **HARMFUL LANGUAGE**
- **MICROAGGRESSIONS**
- **SLURS**
- **DEHUMANIZING LANGUAGE**
- **THE EFFECTS OF HARMFUL LANGUAGE ON THE BRAIN AND BODY**



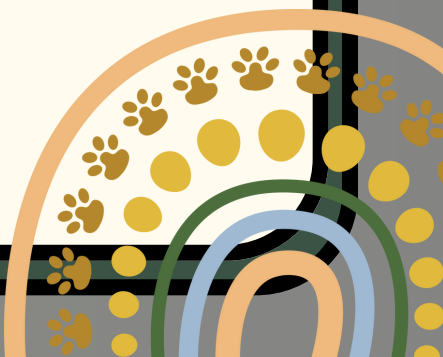




# REVIEW: MAIN IDEAS ABOUT HARMFUL LANGUAGE

## WORDS MATTER:

- Words have the power to impact our brains, bodies, overall mood, and attitude.
- Students at Jason Lee have reported that **microaggressions, slurs, and dehumanizing language** **have deeply impacted them in a negative way.**
- Choosing our words carefully and practicing kindness, integrity, and gratitude will create an environment where we can all feel a sense of belonging and accomplishment.





**BREAKING  
NEWS**

## **VPS RESPONSE POLICY**

**WHEN IT IS REPORTED OR OVERHEARD BY A STAFF MEMBER THAT A STUDENT:**

- **REPEATEDLY SAYS MICROAGGRESSIONS**
- **SAYS A RACIAL OR CULTURAL SLUR**
- **USES DEHUMANIZING LANGUAGE**
- **ENGAGES IN AN INCIDENT OF HATE/BIAS**

**THE FOLLOWING WILL HAPPEN...**



# VPS RESPONSE POLICY

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- **Step 1:** A staff member will interrupt the harmful language (“Stop, that is hurtful.”)
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- **Step 5:**
  - The student may be given the opportunity for a restorative conversation/restorative re-entry plan (depending on whether both students are willing to restore the harm)
  - The student responsible may have additional disciplinary consequences

## **VPS RESPONSE POLICY**

**IF the behavior happens again:**

- A formal meeting with the student, family, and staff will be scheduled and building leadership will **explore exclusionary discipline** options as well as additional behavior interventions.



## **ALSO REMEMBER!**

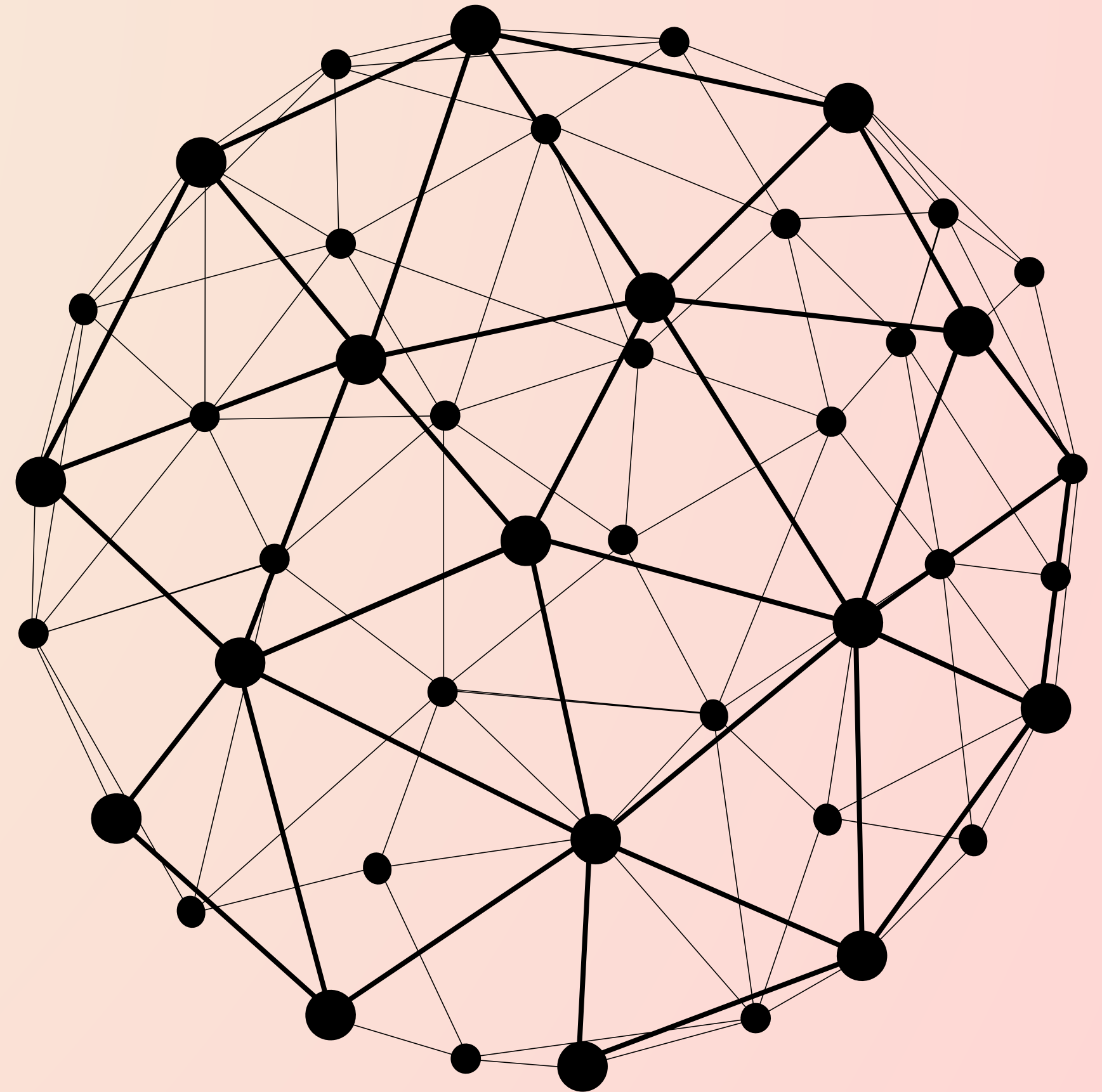
**Our brains latch onto ideas when we are repeatedly exposed to them:**

**Whether or not they are:**  
**positive or negative**  
**true or false**



Think of a time when someone said something to you or around you that changed the way you see yourself. How did it stick with you?

**Related  
connections/excerpts  
from other lessons:**



**23-24 SCHOOL YEAR**

## **LESSON LINKS:**

- **TEASING VS RUDE VS. MEAN VS BULLYING**
- **REVIEW AND EXPLORE THE EFFECTS OF BULLYING: GATHERING STUDENT VOICE**
- **ADDRESSING BULLYING @ JASON LEE PART 2: GATHERING AND REVIEWING STUDENT VOICES**

**23-24 SCHOOL YEAR**





## REFLECT

### DISCUSS:

There are many benefits to creating a safe environment to share our true feelings and stories by withholding judgment and showing empathy despite our differences.

One challenge to creating a safe environment is the idea that everyone within a certain group is the same. **It is important to keep in mind that one person in a certain group does not speak for everyone in that group** (note: that is why one person from a certain race or culture cannot give others permission or a “pass” to use a certain slur to others). While people within a certain group might have things in common, the thoughts and actions of one person do not reflect the thoughts and actions of everyone else within the group.

Can you think of any examples of this?

## Examples of Different “Demographic” Groups

Race/  
Culture

Age

Job/  
Career

Household  
Income  
Level

Gender

Sexuality

## **The Following Slides contain lessons for either:**

- **Tier 1 Year 2 implementation lessons**
  - **Note: first-year students may need the full year 1 lessons found on previous slides. Returning students would benefit from reviewing the following lessons as review expectation lessons to start the year.**
    - **one option for having first-year students receive the full lesson series is to work with a specific content class.**
- **Any time review lessons**

# Words Matter

## Review

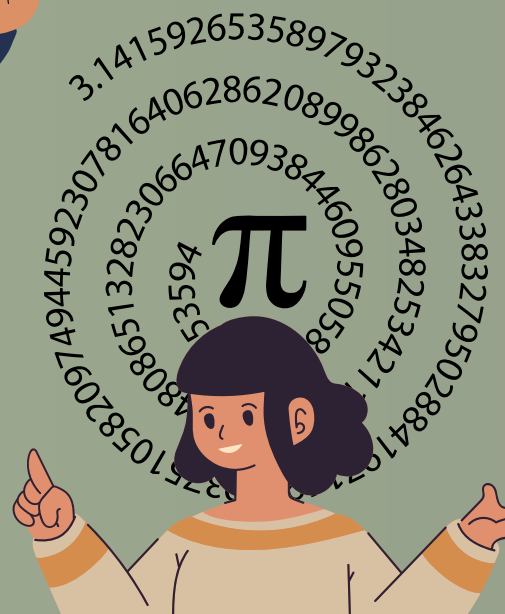
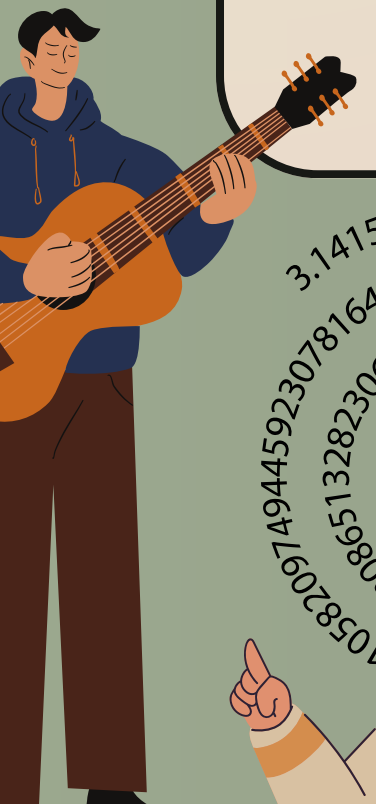
### Lesson 1





# WELCOME

What hidden talent do  
you have? How did you  
develop that skill?



# LEARNING TARGET



## LEARNING TARGET:

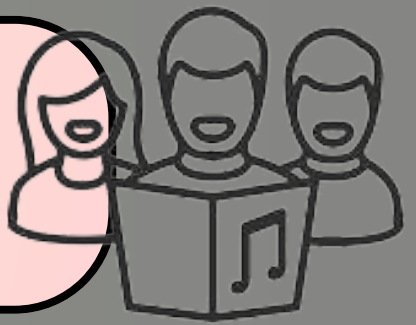
**I CAN UNDERSTAND THE IMPACT  
OF WORDS AND THE IMPORTANCE  
OF BEING MINDFUL WHEN  
INTERACTING WITH THOSE  
AROUND ME.**

**NOTE: RETURNING STUDENTS– HOPEFULLY YOU WILL  
RECOGNIZE MOST OF TODAY’S CONTENT. KEEP IN MIND:**

- 1– WHILE THIS IS A REVIEW FROM LAST YEAR, YOU STILL  
NEED TO PAY ATTENTION. IT TAKES APPROXIMATELY 7  
TIMES OF REVIEWING INFORMATION BEFORE YOUR BRAIN IS  
TRIGGERED TO STORE IT IN LONG-TERM MEMORY.**
- 2– OUR SCHOOL COMMUNITY HAS GOTTEN SO MUCH BETTER  
ABOUT USING KIND LANGUAGE. HOWEVER, WE STILL HAVE  
HARM HAPPENING FROM HARMFUL LANGUAGE. WE WILL  
CONTINUE TO LEARN ABOUT WHY WORDS MATTER AS LONG  
AS IT CONTINUES TO BE A SIGNIFICANT ISSUE AT SCHOOL.**

# GUIDELINES

CHORAL READ THE TEXT BELOW  
(TEACHER READS BLACK TEXT/  
EVERYONE READS BLUE TEXT IN UNISON)



BE RESPECTFUL, MATURE, AND OPEN-MINDED.

ACTIVELY ENGAGE AND ENCOURAGE EVERYONE'S PARTICIPATION.

BE MINDFUL OF OTHERS' FEELINGS AND OPINIONS, ASSUMING POSITIVE INTENTIONS IN THEIR CONTRIBUTIONS.

BE SUPPORTIVE AND RESPECT CONFIDENTIALITY WHEN SOMEONE SHARES PERSONAL EXPERIENCES OR THOUGHTS.

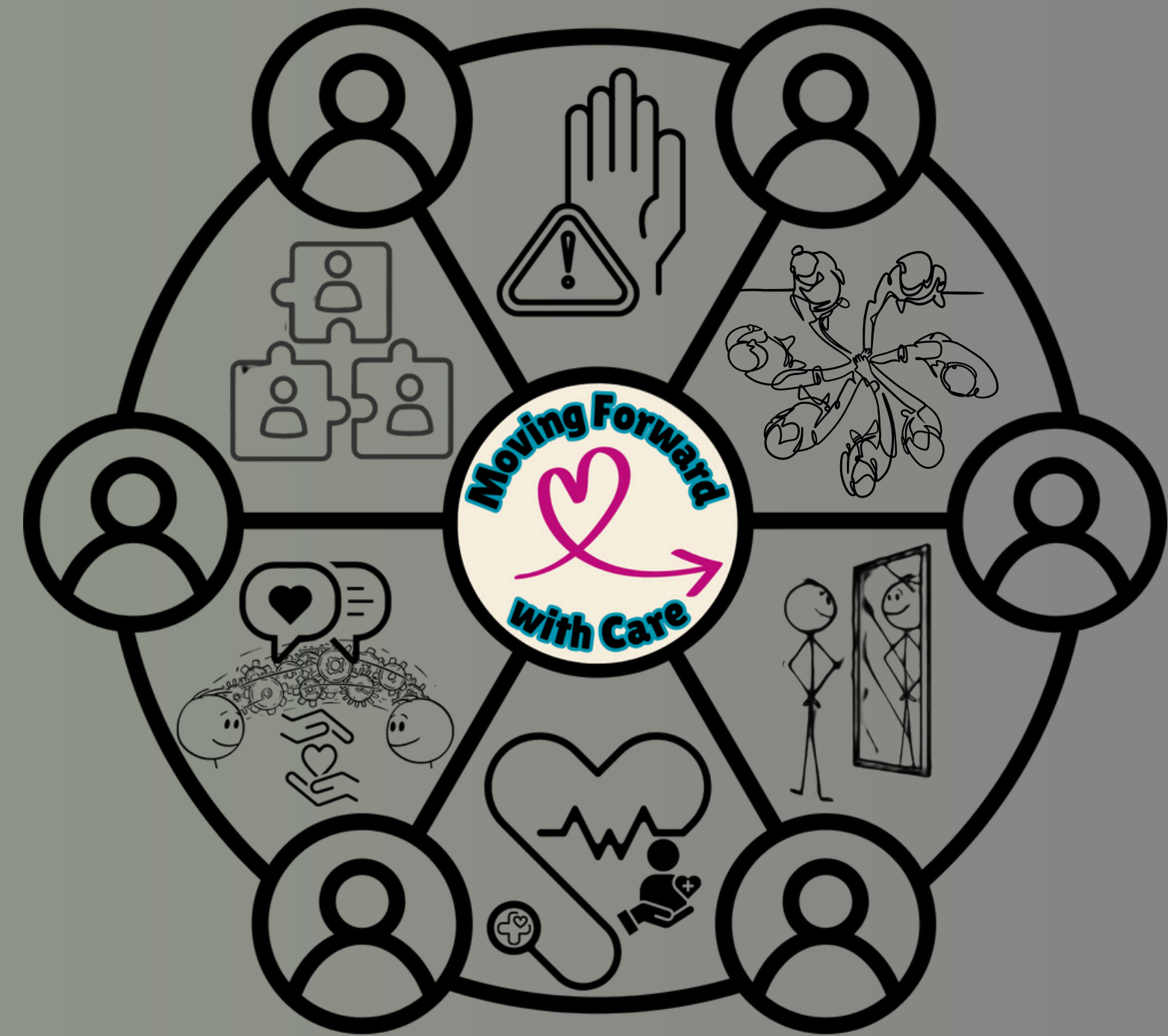
SPEAK FROM PERSONAL EXPERIENCE WHILE RESPECTING OTHERS' DIVERSE EXPERIENCES.



# REMINDER

**TALKING ABOUT/ADDRESSING ISSUES LIKE THIS TAKES COURAGE. IT REQUIRES A LEVEL OF HONESTY AND VULNERABILITY THAT CAN BE UNCOMFORTABLE. THAT REQUIRES BRAVERY. IT IS ALSO COMMON FOR PEOPLE TO JOKE OR MAKE LIGHT OF THINGS THAT MAKE THEM UNCOMFORTABLE. PLEASE TRY YOUR BEST TO BE MATURE.**

**NOTE: IF YOU NEED TO STEP OUT AT ANY POINT, YOU CAN SIGNAL TO YOUR TEACHER AND A STAFF MEMBER WILL ACCOMMODATE YOU.**





# LESSON VOCAB



## MICROAGGRESSION:

A form of often unintended discrimination;

The everyday slights, insults, and offensive behaviors that people of marginalized groups experience in daily interactions, which include hurtful underlying messages  
(**think backhanded compliment**)



## SLUR:

An insulting, offensive or degrading remark/term, often based on an identity group such as race, ethnicity, religion, ethnic, gender/gender identity or sexual orientation.

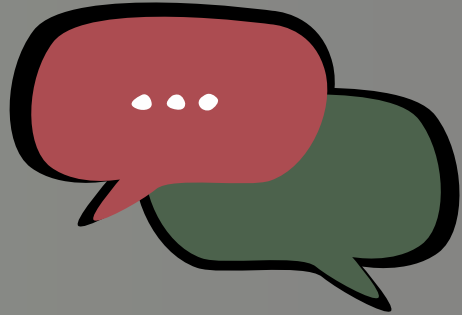


## RACIAL SLUR:

An insulting, offensive or degrading remark/term, based on race.



# HOW WORDS SHAPE OUR SCHOOL CULTURE



## TURN AND TALK:

1- Reflect on a situation where someone's words made a significant impact on your day or shifted the energy in your environment. **How did it affect you and others around you?**

2- Brainstorm specific **examples** of when and how positive language could be used throughout the school building.

**Note: IF you watched this video last year, try to learn at least 1 new fact watching it again!**



# THE BUILDING HARM OF MICROAGGRESSIONS



FOR PEOPLE WHO STILL DON'T THINK



## REFLECT:

Why do you think psychologists refer to **microaggressions** as "**death by a thousand cuts**".

# GUEST SPEAKERS: THE IMPACT OF SLURS

Clip from Columbia River High School's MLK Assembly 2021-22

**ERIN JONES AND PAST COLUMBIA RIVER HIGH SCHOOL STUDENTS SPEAK ABOUT THE NEGATIVE IMPACT OF SLURS IN THE SCHOOL SPACE.**



## **ERIN JONES: QUICK BIO**

- 28 years of experience in education
- Teacher, Instructional Coach, Assistant State Superintendent, School District Director
- Worked in White communities, Black communities, and some of the most diverse communities in the nation.

**Note: IF you watched this video last year, try to learn at least 1 new fact watching it again!**

# MINDFULNESS MOMENT



Breathe in and out using the video at right for 5-10 sets

## Breathwork helps with:

Reduced Stress and Anxiety

Stress Management

Improved Focus and Concentration

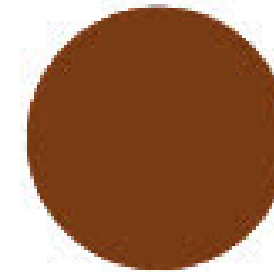
Emotional Regulation

Increased Energy Levels

Positive Mood Enhancement:

Empowerment and Self-Care

Enhanced Mind-Body Connection:

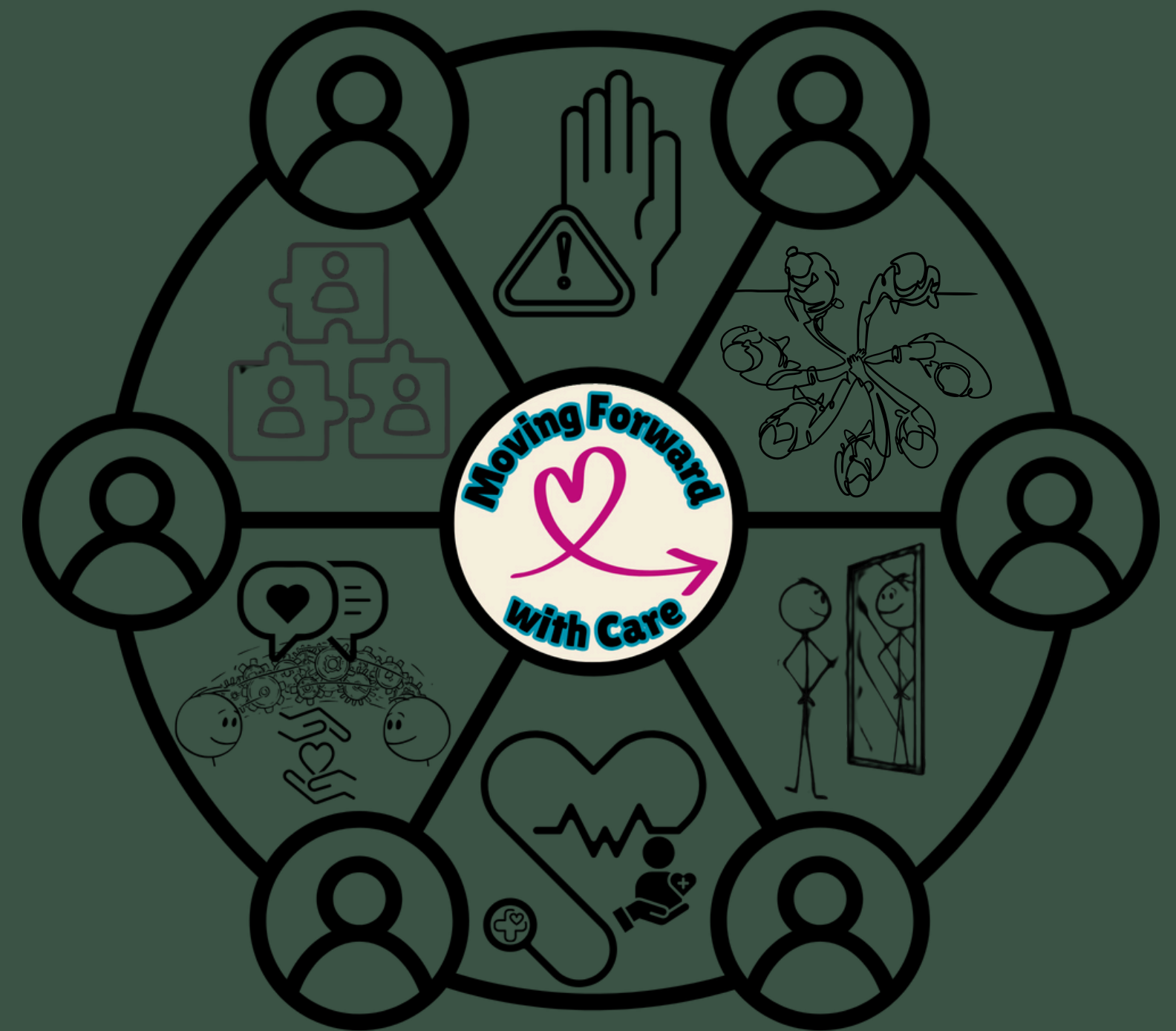


Breathe in...



# OPTIMISTIC CLOSURE: PRACTICE TASK

**Throughout your day, practice being mindful of using kind and respectful language. Also, pay attention to how positive words directed toward you can influence your mood and enhance your learning experience! Remember, we all play a part in creating our environment.**



# Words Matter

## Review

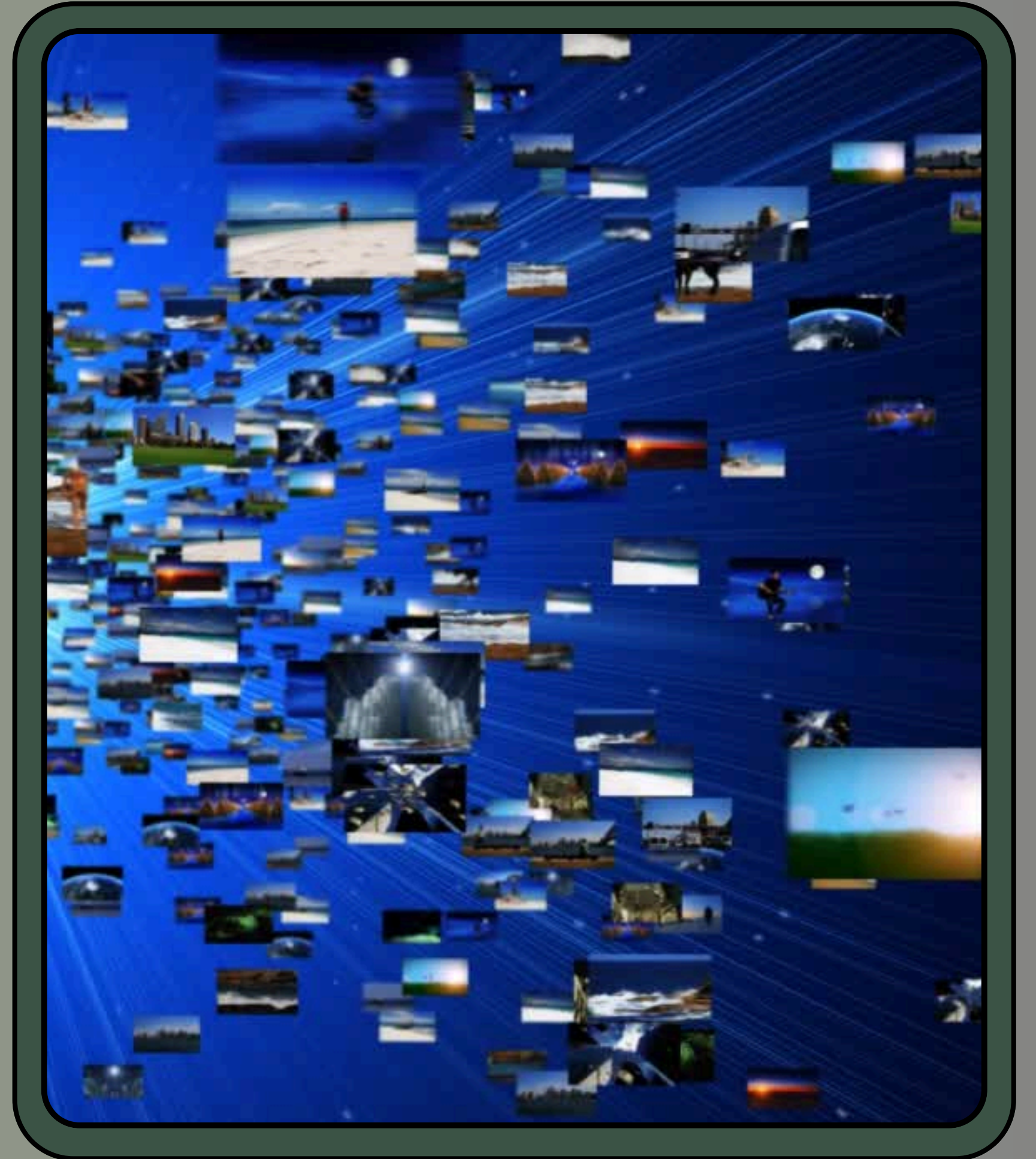
### Lesson 2





# WELCOME

**If you could choose to do  
ANYthing ANYwhere in the  
world for a day, what  
would it be? Why?**





# LEARNING TARGET

## LEARNING TARGET:

I CAN **SUMMARIZE** WHY  
HARMFUL LANGUAGE LIKE  
**SLURS** AND **DEHUMANIZING**  
COMMENTS ARE NOT OKAY IN  
SCHOOL SPACES.

## MATERIALS:

Name: \_\_\_\_\_

Words Matter Part 2 Q/A Worksheet

Question	Answer
Why is it sometimes considered okay OUTSIDE of school for members of the same racial/cultural group to call each other the slur(s) associated with THEIR racial/cultural group?	
How does a racial or cultural group's re-appropriation of certain slurs help SOME within their group heal?	
WHY is it NOT okay for people OUTSIDE of that cultural group to use those same slurs?	
Why are slurs NEVER okay in school regardless of who says them and who they say them to?	

1  
WORKSHEET  
PER  
STUDENT

(COPIES IN THE  
PRODUCTION  
ROOM)

NOTE: RETURNING STUDENTS– HOPEFULLY YOU  
WILL RECOGNIZE MOST OF TODAY'S CONTENT.

KEEP IN MIND:

1– IT TAKES APPROXIMATELY 7 TIMES OF  
REVIEWING INFORMATION BEFORE YOUR BRAIN  
IS TRIGGERED TO STORE IT IN LONG-TERM  
MEMORY.

2– WE WILL CONTINUE TO LEARN ABOUT WHY  
WORDS MATTER AS LONG AS IT CONTINUES TO  
BE A SIGNIFICANT ISSUE AT SCHOOL.

## DEHUMANIZING LANGUAGE:

HOW TO TURN



ON CLOSED  
CAPTIONS



# DEHUMANIZING



# LANGUAGE



WATCH AND  
DISCUSS:

Watch the video  
(at left) and then  
**summarize** why  
language like  
this is harmful,  
even when  
presented as a  
“joke”.

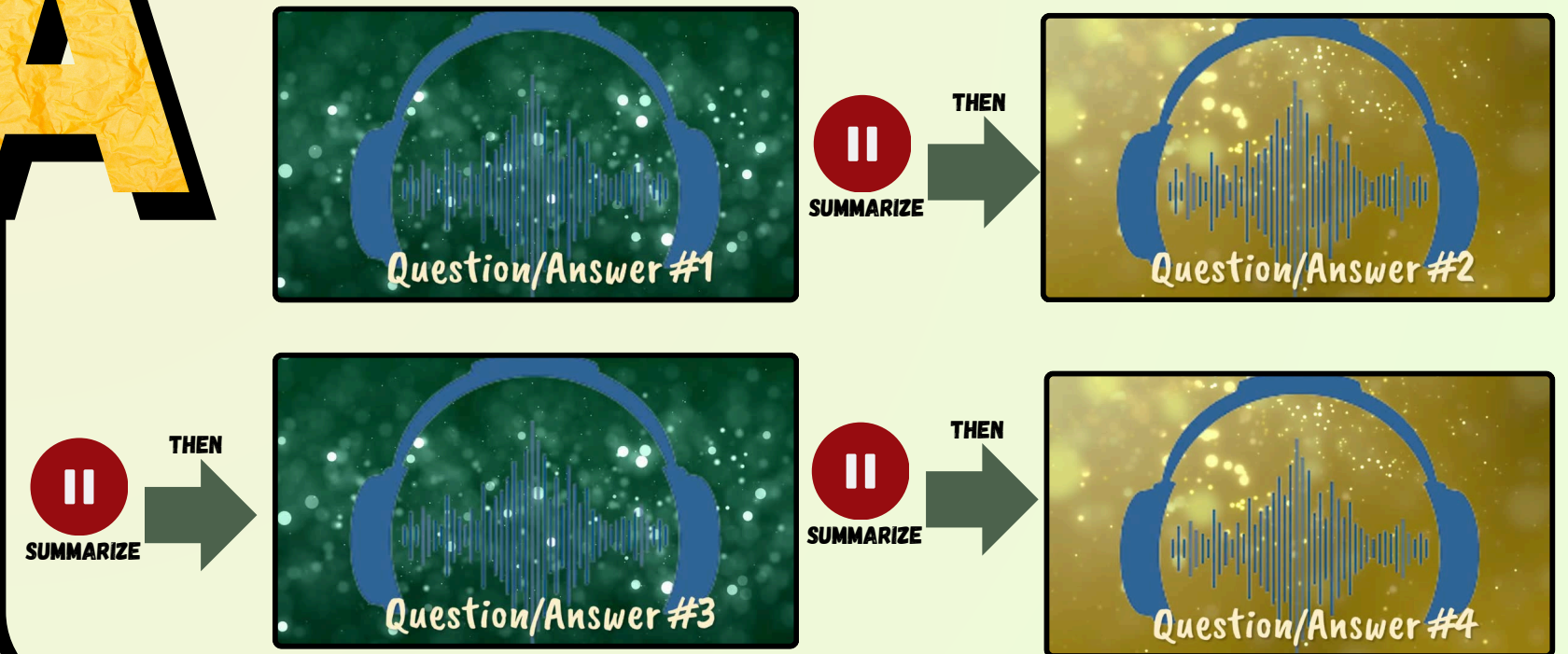
Note: IF you watched this video last year, try to learn at least 1 new fact watching it again!

# COMMON QUESTIONS ANSWERED:

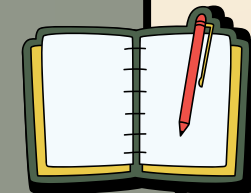
**The Following ?'s are Answered in the Audio Clip**

- 1- Why is it sometimes considered okay OUTSIDE of school for members of the same racial/cultural group to call each other the slur(s) associated with THEIR racial/cultural group?**
- 2- How does a racial or cultural group's re-appropriation of certain slurs help SOME within their group heal?**
- 3- WHY is it NOT okay for people OUTSIDE of that cultural group to use those same slurs?**
- 4- Why are slurs NEVER okay in school regardless of who says them and who they say them to?**

# A



**As a class, pause after each question to summarize the answer given in the audio clip. Write the answer in your own words on the provided worksheet.**





## **NEWS FLASH!**

**WHEN IT IS REPORTED OR OVERHEARD BY A STAFF MEMBER THAT A STUDENT:**

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**IF the behavior happens again:**

- A formal meeting with the student, family, and staff will be scheduled and building leadership will **explore exclusionary discipline** options as well as additional behavior interventions.



# OPTIMISTIC CLOSURE: REFLECT

## REFLECT ON THE QUESTION BELOW:

When was a time when someone said something to you or around you that changed the way you see yourself? How did it stick with you?



**Coming Soon...**

- **How to Interrupt Harmful Language: A Guide for Students**