

# Allyship

## Resources

- [Netflix Culture: Allyship](#) (2:54)
- [Allyship \(Lesson Slideshow\)](#)

## Identities & Themes

- Identity affirmation
- Standing up for self/others
- Bias, prejudice, and stereotypes
- Intersectionality
- Privilege
- General diversity

## Summary of Resources

A diverse group of Netflix employees name some of their experiences with identity-based prejudice and discrimination. They explain what allyship looks like and that anyone can be an ally.

## Before You Teach

### Vocabulary

**Ally** - Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice.

Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways. Allies commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.

(Taken from: Racial Equity Tools Glossary, [Racial Equity Tools Glossary](#))

**Resistance** - Any time a person stands up against poor treatment of themselves or members of their own group. Resistance can happen in small and big ways and consist of both individual and group actions.

(Taken from: Derman-Sparks, Louise, and Julie Olsen Edwards. *Anti-Bias Education for Young Children and Ourselves*. National Association for the Education of Young Children, 2010.)

**Privilege** - An advantage or special right given to a person because of their belonging to a particular group or having a particular identity. People can be unaware of having a particular privilege and may not have done anything to earn this privilege.

Often, we don't realize that other people's perspectives and experiences can be vastly different from our own, even when we experience the same event. We also don't often recognize the individual privileges that we have, whether they have been conferred on us by aspects of our identities or because we belong to certain social groups. Just because we have privileges does not mean that we don't have challenges. However, it is important to learn to recognize, understand, and respect both our differences and our privileges in order to develop empathy for others and overcome the impact of bias, prejudice, and stereotypes in our lives and society.

## Teacher Reflection Questions

- What messages did you get from your family or school about people's ability to make change?
- Describe an incident in which you experienced prejudice or were discriminated against. What did you do? Did anyone stand up for you, support you, or help you make sense of what happened?
- Describe an incident in which you observed prejudice or discrimination directed at someone else. Did anyone stand up for that person? What did you do? How do you feel today about what you saw and did?
- Think about what it means to be an ally to your students and colleagues. What's something you want to do to be a better ally for them?

## Materials Needed for Lesson

- [Allyship \(Lesson Slideshow\)](#)
- Ability to project video and slideshow
- Journal or notebook

## Process of Implementing

- Project the [Allyship \(Lesson Slideshow\)](#).
- Introduce the lesson and vocabulary.
- Show the video.
- After watching the video, give students time to complete a written reflection to at least one of the journal prompts.
- Lead students through the discussion questions.
- Complete the follow-up activity if time permits.

## Journal Prompts

- Tell about an experience you've had involving prejudice or discrimination. Explain how you felt and what you learned from that experience.
  - Describe an incident in which you experienced prejudice or were discriminated against. What did you do? Did anyone stand up for you, support you, or help you make sense of what happened?
  - Describe an incident in which you observed prejudice or discrimination directed at someone else. Did anyone stand up for that person? What did you do? How do you feel today about what you saw and did?
- Finish the following sentence: *"Unless you've experienced it yourself, you can never really know what it's like to..."*

## Discussion Questions

\*Essential questions are in bold.

- Invitation to share your story about allyship (from the first journal question).
- **What is your worst fear about what might happen if you were to speak up and be an ally to someone else? How would you feel if you did nothing?**

- **What is your best hope of what might happen if you speak up and be an ally to someone else?**
- **How is privilege connected to allyship?**
- Why is empathy important when it comes to being an ally?
- **The phrase, “We are all learning” is repeated several times toward the end of the video. Why do you think they included that in the video?**

## Follow Up Activity

- Give students five minutes to write a short summary about what they learned about how to be an ally using at least 3-5 of the following words in their summary.
  - identity
  - ally
  - empathy
  - privilege
  - discrimination
  - action
  - awareness
  - learning

## Condition for Belonging: Responsiveness

### ABE Connection

#### **Empathy and Understanding**

##### **You as an adult learner will:**

- Expand your capacity to understand, name, and process your own emotions.
- Foster positive social connections between students and their families across all differences.

##### **Students will:**

- Expand their capacity to understand, name, and process their own emotions.
- Increase their ability for perspective-taking by being responsive to another person's feelings and frames of reference.
- Foster positive social connections with peers across all differences.
- Examine your own reactions and responsiveness to human differences.
- Promote each child's comfortable, empathetic interaction with people from diverse backgrounds.

#### **Responsiveness and Action**

##### **You as an adult learner will:**

- Open up dialogue with colleagues, students, & families about each of these Anti-Bias Education tenets.
- Cultivate each child's ability and confidence to stand up for self and others in the face of bias.

##### **Students will:**

- Explore the mindset, behaviors, skills, and tools that foster responsiveness for self and others in the face of bias and discrimination
- Demonstrate the mindset and skills to act against bias and discrimination.

\*Language borrowed and adapted from Derman-Sparks et al. *Anti-Bias Education for Young Children and Ourselves*. National Association for the Education of Young Children, 2020.

### SEL Connection

#### **Self-Awareness**

- Listening & communication skills
- Strengths in self, community, & culture
- Relationship between feelings, thoughts, behaviors, & judgements/bias
- Level of optimism

#### **Social Awareness**

##### Demonstrate & practice:

- Awareness of strengths in self & others
- Reflective listening
- Recognizing family, school, community resources & cultural competence

#### **Relationship Skills**

##### Demonstrate & practice:

- Building relationships with diverse individuals & groups
- Listening & communication skills

#### **Responsible Decision-Making**

##### Demonstrate & practice:

- Considering the well-being of self & others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social, & ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices about self & relationships