

CRIP CAMP CURRICULUM



Lesson 2: Power and Disability Justice: An Introduction

Note to Educators

As educators, we each create our own facilitation style. These lesson plans encourage you to maintain your personal style while expanding your practice with participants. You are encouraged to adapt activities to match group and individual needs. This might mean making a written exercise verbal or inviting participants to use technology they have with them to complete the activities if it facilitates their participation.

This is something to think about every time you prompt the group to do something: making a space accessible isn't only your responsibility as the facilitator because access is a community responsibility. But, as a facilitator, you can model what access and care look like in action.

We encourage you to start each lesson with an access check-in. This is an opportunity for participants to check in with their bodies and minds, to note any specific needs they may have, and to share what support or understanding they need. For example, does someone need to refill their cup of water? Does anyone need to take medication? Who may be more comfortable laying on the floor or standing up? Does anyone need different lighting in the room? Do the chairs in the room work for people's bodies?

Each person goes around the room and shares how their body and mind feel and if they may need something. As the facilitator, you can help by going first to give an example. After you are done you may say "check," so everyone knows you are done sharing. You may also remind participants that saying "all my access needs are met, check" is a great way to show that they have what they need to be present for the activities and lessons.

Access check-ins function as a reminder that access needs can change from one moment to the next. An access check-in is also a reminder for you, as a facilitator, to create and maintain, as best you can, a space where participants can ask for accommodations.

In these lesson plans we sometimes use the term "disabled people" instead of "people with disabilities." This is "identity first" language vs. "person first" language and it is a choice made in the context of the US disability community. You may shift the language if you know what is generally preferred or accepted in your community and you may choose to make this a discussion with your group.

About This Lesson

The activities in this lesson plan add up to more than a 45 to 60 minute session. This is intentional to allow for choice and flexibility. Activities can be done over several sessions and you may choose to select and edit the activities so they meet the needs of your participants.

It is okay if you don't always know an answer. Saying "I don't know" or "this is new information for a lot of us, including me," helps build a power-with relationship of honesty with participants.

At the end of the lesson plan, you will find the CASEL Social Emotional Learning Competencies and the Common Core State Standards for English Language Arts and Literacy that support this lesson.

Instructional Goal:

In this lesson plan, participants will explore the concepts of power and justice, and how they relate to disability rights and disability justice.

Learning Outcomes:

By the end of the lesson students will be able to:

- define and discuss different types of power
- recognize and comprehend the terms just, fair, and equitable
- understand and explain disability justice (DJ)
- connect the film CRIP CAMP to an understanding of power and disability justice

Materials:

You can find these materials at the end of the lesson plan as well as at the links provided. All materials are also accessible on the education page at <https://cripcamp.com>.

- CRIP CAMP film on YouTube: <https://youtu.be/OFS8SpwioZ4>
- “10 Principles of Disability Justice” by Sins Invalid: <https://bit.ly/2IVrp6h>
- CRIP CAMP stills and photos
- CRIP CAMP short videos
 1. “It was a utopia” clip: <https://twitter.com/CripCampFilm/status/1242844863458091010?s=20>
 2. “Unexpected allies” clip: <https://twitter.com/CripCampFilm/status/1245130398536994816?s=20>
 3. “Why is the film called CRIP CAMP?”
<https://twitter.com/CripCampFilm/status/1242575312967340038?s=20>

Preparation:

Watch the film CRIP CAMP and familiarize yourself with the various types of media connected to the film by viewing the images and video clips. Read the Sins Invalid post to become familiar with the disability justice movement and its principles.

When possible, have participants watch the full film, either in a group (this could be done over two sessions) or on their own. If time does not allow for viewing the full film, ask participants to watch the first 42 minutes of the film.

Activity 1: Access Check-In and Introduction to Topic (5 minutes)

Begin with an access check-in, which includes a reminder that access needs can change from one moment to the next. An access check-in is also a reminder for you, as a facilitator, to create and maintain, as best you can, a space where participants can ask for accommodations.

Next, introduce the topic of this lesson plan.

Start by sharing: Power is everywhere. It is one of those things we cannot always see with our eyes, but we can feel it in our bodies. We can feel the difference between power being used over or with us. When power is used over us we have limited say and decision-making power. When power is used with us we have a say in making decisions that will impact us.

Often power is used over us when we are younger and for many disabled people power is used over them in many situations for their entire lives. When we think about personal power to make decisions that will impact our lives, disabled people are not often offered the personal power to make their own choices. Doctors, governments, and/or family members may decide to use power over a disabled person and today we are going to explore power to understand it more fully and to recognize what having power with others means for us all.

Activity 2: Understanding Power (15 minutes)

The purpose of this activity is to offer participants an opportunity to discuss power. This lesson plan helps us explore different kinds of power that we have, don't have, and are impacted by.

Write the term "power" on the board and invite volunteers to share their ideas of what power means to them. Write the responses on the board (or ask a volunteer to write the responses if this facilitation strategy works well for the group).

Next, point out to participants that power is everywhere, all the time. Facilitate a conversation about this with the following discussion prompts:

- Think about school uniforms. How are school uniforms about power? Who has power in relation to them? Who is impacted the most and how?
- What about being online? Who has power when you are accessing the internet?
- What about your home? Where is power in your home or household? How are decisions made?

Power doesn't just exist between people, it moves on the levels of community, state, and nations. Changing the way power at these levels is used can be a longer process, as it may require changes to laws, policies, and enforcement.

Share the video clip from CRIP CAMP where attendees talk about what going to the camp meant to them ("It was a utopia": <https://twitter.com/CripCampFilm/status/1242844863458091010?s=20>). Use the following questions to facilitate a conversation:

- Share one word used to describe power and community. Why did you choose this word?
- Who had power in the clip you saw?

Choose a few still images from CRIP CAMP from the selections at the end of this lesson and discuss how and where power is demonstrated.

Activity 3: Feeling Power/less (10 minutes)

Write on the board the following writing prompts:

- I feel powerful when...
- I feel powerless when...

Offer participants a few minutes to respond in writing to each of the prompts. Next, have participants share their experience recalling powerful and powerless moments. You can do this in large or small groups. Make it clear that no one has to share their examples, rather they can share what it felt like to remember and write down these examples. After three minutes of sharing, bring the group back together. Facilitate a conversation about the feeling of power by asking:

- What does power feel like for you?
- How do you know when you do not have power in a situation?

Activity 4: What is Justice? (20 minutes)

The purpose of this activity is to offer participants an opportunity to discuss justice.

Share with participants that they are going to discuss justice. There are many different definitions of justice. Invite participants to take two minutes to define justice in their own terms. Allow participants to share their definitions.

Share the following definitions with participants which you may have written on the board or a piece of newsprint or slide:

“Justice” defined by Cory Silverberg in his book *Sex Is A Funny Word* (2015, p. 29): “Justice is like fairness, only bigger. Justice means working together so that everyone can share in the good and hard parts of living. Justice means that every person and every body matters.”

In the disability rights movement the following phrase is often used to describe their vision of justice:

“Nothing about us without us!”

Point out that the term “justice” is often conflated with “fairness” and “equity”, Their meanings are similar, but offer the Merriam-Webster dictionary’s explanation in its online entry for “fair” to clarify the differences:

“‘Fair’ is about achieving a proper balance of conflicting interests (a *fair* decision); ‘just’ implies an exact following of a standard of what is right and proper (a *just* settlement of territorial claims); ‘equitable’ suggests equal treatment of all concerned.”

Share this explanation with participants and ask: Do the first two definitions of justice and the dictionary definition say the same thing? Why or why not?

Place participants in groups of 3 to 5 and assign each group a term: justice, fairness, and equity.

Distribute index cards to each group. Have the group come up with their own definition of their term that illustrates their own understanding and 3 to 5 examples of either a situation or person for each term.

Once complete, have groups share and discuss their meanings and examples. There will be some debate over examples, but continue to bring participants back to the definitions as a way to help them place their ideas in context.

Tell participants you are now going to read out a series of statements, and after you read each you'd like them to say whether they think the statement is an example of justice (J), fairness (F), or equity (E) and to explain why. You can have participants write out the three letters on paper, or say the words out loud after each statement is read. Please note that you can adjust the examples based on the participants' needs:

- Someone in prison is set free after DNA evidence proves their innocence.
- Family possessions are split between people going through a divorce.
- Some, but not all, students are given the opportunity to do extra credit assignments to increase their grades.
- Someone is told they can no longer bring their support animal to work because of a co-worker's allergies.
- Closed captions appear automatically on films and television shows.
- There is a fight at school and both students are suspended for three days.
- Ramps and elevators are installed for access to a building.

In closing, remind students that while these words have different meanings, justice encompasses both fairness and equity. Ask them to think about the ways they want/need to see justice in their communities. If time allows, ask for a few participants who are comfortable sharing their thoughts.

Activity 5: What is Disability Justice? (35 minutes)

The purpose of this activity is to introduce the concepts of disability justice and ableism.

Ask participants how they define the word “hierarchy,” and what examples of hierarchy they can think of from their own and other people’s lives.

Depending upon their environment and exposure, some may respond with hierarchies in school (seniors, juniors, sophomores, freshmen), civics and government (president, governor, mayor), or even with learned hierarchies based on race, class, gender, or gender expression. Remember, this is a session to generate a list of ideas to get them thinking about the term.

Write the following definition of “hierarchy” on the board: “Arrangement of items in which the items are represented as being above, below, or at the same level as one another based on perceived value.”

Take a few minutes to connect the participants’ definitions to the one you’ve introduced.

Say: “We may think of hierarchies as only happening in certain communities among certain groups of people. But there are hierarchies everywhere.”

In the film CRIP CAMP, Denise Sherer Jacobson talks about the hierarchy of disability among students with polio at the top and students with cerebral palsy at the bottom (22:50–23:23). Show the short section and/or provide this transcript:

DENISE SHERER JACOBSON VOICE-OVER:

At home, some people had a hierarchy of disability.

[Footage from the camp captures different campers, from Tommy in his wheelchair to one of the other campers running after the beach ball.]

DENISE SHERER JACOBSON VOICE-OVER:

The polios were on top because they looked more normal...

[A camper wheels himself over in his chair, a towel draped around his neck.]

DENISE SHERER JACOBSON VOICE-OVER:

...and the CPs (cerebral palsy) were at the bottom.

Ask participants what they heard Denise Sherer Jacobson share about a disability hierarchy. Invite them to share what they understand to be “normal” in our society and communities.

Encourage participants to share what someone “looking normal” means. As they share their ideas, connect them to how ideas and values of what people think of as “normal” feed into discrimination, isolation, and harm. You may hear a variety of responses that may be connected to gender stereotypes (“normal girls wear skirts and can cross their legs”), or racialized stereotypes (“Black boys are good at basketball”). It is important to allow participants to share these ideas and help them understand how these responses and many ideas of “normal” are based on stereotypes (of race, gender, and more). The goal here is to help participants understand that ideas of “normal” are not always correct or inclusive.

Introduce the term “ableism” as defined by the disability justice based performance collective Sins Invalid as:

“The system of discriminatory practices and beliefs that maintain and perpetuate disability discrimination” (*Skin, Tooth and Bone: The Basis of Movement Is Our People*, p. 145)

Invite participants to share some examples of ableism they saw in the film CRIP CAMP. If they have not seen the film yet, ask them for examples of ableism they may know of based on this definition. Be prepared to hear a variety of suggestions such as “no ramp into the building,” “no ASL interpreters,” and “no accessible bathrooms.” Encourage participants to think about additional examples of ableism, such as:

- Online forms that require you to complete them within a short period of time before you get kicked off.
- Low lighting in restaurants and bars.
- Desks that have chairs attached to them.
- No image descriptions on Instagram.
- Calling people names to make fun of them.

Ask participants to share how concepts like “ableism,” “normal,” and “power” are connected to each other. Ask participants the following discussion questions:

- Is ableism a form of power?
- Who has power when ableism is valued?
- How are ideas of being normal connected to ableism and power?
- How does justice challenge ableism?

Share that when we add the term “justice” to a term and identity such as “disability” it creates a new experience and understanding. Power shifts and is held by those who are disabled and the disabled people become the leaders guiding plans and action for equity.

Disability justice goes beyond rights and what the government does to make sure people with disabilities are able to live the lives they want.

Disability justice (DJ) is about understanding:

1. All bodies are unique and essential.
2. All bodies have strengths and needs that must be met.
3. We are powerful, not despite the complexities of our bodies, but because of them.
4. All bodies are confined to ability, race, gender, sexuality, class, nation-state, religion, and more, and we cannot separate them.

(Sins Invalid, 2019, *Skin, Tooth and Bone: The Basis of Movement Is Our People*, p. 22)

Wrap up this discussion by asking participants to take a few moments and write down their thoughts on how they may benefit from disability justice.

Activity 6: Principles of Disability Justice

(20 minutes)

The purpose of this activity is to introduce the ten principles of disability justice.

Begin by sharing that the phrase “disability justice” was developed in conversation between several disability activists and organizers, all of whom identify as Black, Indigenous, and/or People of Color (BIPOC, pronounced “bye pock”). Many of the organizers also identify as non-binary and queer.

They created the term “disability justice,” or “DJ,” as they spoke to each other about the ways they were excluded because of their multiple identities and experiences. They were erased or excluded from BIPOC and queer spaces because they were disabled. They were erased or excluded from disability spaces because they were BIPOC and/or queer.

They were leaders in their communities, yet isolated and not able to gather together because of ableism. They knew they needed something more inclusive for all of us, where everyone can be present and included as their full selves.

Share the image created by Sins Invalid at <https://bit.ly/2IVrp6h>. You may also create a slide or notecard with each of the principles on them and these short paraphrased explanations to help explain each:

1. Intersectionality: Understand the hierarchy of different types of power and harm.
2. Leadership of those Most Impacted: The people who experience the most harm lead the way.
3. Anti-Capitalist Politic: Disability justice (DJ) values people over profit.
4. Commitment to Cross-Movement Organizing: DJ values collaboration in all movements to challenge ableism.
5. Recognizing Wholeness: Each person is a full person with value to share.
6. Sustainability: Pace and rest are vital for progress and long term work.
7. Commitment to Cross-Disability Solidarity: DJ challenges isolation by collaborating with those with different disabilities.
8. Interdependence: We help each other, always.
9. Collective Access: Flexibility and creativity are required to be in community.
10. Collective Liberation: No body or mind is left behind; all of us, always.

Group participants together or individually assign them a principle. Next, direct them to the images from CRIP CAMP below this lesson plan and ask them to select an image that they believe represents their assigned principle.

Ask them to write an image description and be prepared to share why they think this image fits their principle. It is okay if the same image is used for multiple principles.

Activity 7: Reflective Writing Prompt (5 minutes)

To end this session, offer participants the opportunity to share what they have learned about power today. Ask them to turn to the person next to them (or do this as a silent writing exercise) and complete this sentence with a few words:

- One thing that surprised me about learning about power today is...

Additional Activities

Activity 8: Identity Maps (10 minutes)

Invite participants to draw a circle in the center of a piece of paper. The circle should be big enough for their name to fit in the center and at least as big as the size of a quarter. Next, have participants draw at least ten lines that come out of the circle to make it look like rays of light or a sun.

Ask participants to hold up their paper when they are done so you can make sure they have created the correct image. You may want to draw one for them all to copy.

Instruct participants to write their names in the circle. Next, they are to write one identity they have for each line/sunray. They may write any identity they wish and you may offer examples such as student, sibling, teen, or artist. They are to write as many as they can and they may add more if they wish. Offer four minutes for this activity.

Tell participants to read over their entries and pick an identity they don't often talk about to share with the group. You may also choose to do this in small groups. You may need to go first to model the activity. Allow time for each participant to share.

Remind participants that they take all of these identities with them everywhere they go! Because we hold all of our identities and because sometimes our identities change, we experience the world in many different ways and our power may change in different situations. This is one of the ways people understand different types of power and harm, and some call it intersectionality, the first DJ principle.

Activity 9: Pose (20 minutes)

The purpose of this activity is for participants to both imagine and try out what power looks and feels like for a variety of people with varying amounts of power.

Remember to always assess the levels of mobility and capacity for your participants that day, and adjust this activity to meet people's needs.

People might think that posing or looking powerful requires some minimum amount of mobility, but this isn't the case. You can share, as an example, the quote from Dennis Billups in the film, who says of Brad Lomax (1:08:38):

“He could hardly speak, but he could gesture, and he got his point across”

Let participants know that they can use their bodies in whatever ways feel safe and comfortable. Posing might be making a face, using your eyes, making a sound, or it might mean moving your body, wheelchair, cane, crutches, walker, or anything else you've got and holding a pose.

Ask participants to get into a large circle so that everyone who can see, can see each other. Explain you are going to read a statement about a person and their power and they are to pose in a way that matches the description of the person. They may think of anyone who fits the description being read.

Half of the group will do the pose first while the other half watches. Then the group that watched will do their pose while the other half of the group watches them. Continue offering participants the opportunity to watch their peers pose. Encourage participants to have fun with this activity and enjoy this joyful movement of their bodies.

If participants are shy to start, you can read the first few descriptions with participants having their backs to the center of the circle. This way they won't see one another and are able to get comfortable with the activity.

Be aware that this activity may very well result in participants acting out stereotypes through exaggeration or mocking. Pay attention to this and be prepared to address the behavior as a teachable moment about unlearning stereotypes and about how we all fail sometimes; this is an opportunity to own up to that, apologize, and move on.

You may say “I want to pause us right here and share that I notice some folks are depending on stereotypes to do this activity. How is power at play in the choices you are making to pose? I'll offer you an additional ten seconds to think about your pose so you may consider your pose.” After the group is ready to discuss their experience, mention this during the discussion. Ask “How do stereotypes impact us and our understanding of power?”

Pose Descriptions:

Strike a pose of someone who has:

- A lot of money/financial power (like a celebrity or heir)
- Little or no money/financial power
- A lot of friends/is very popular
- Limited popularity/few good friends
- A lot of power in their community
- Minimal power in their community
- A lot of power helping other people heal (doctor, nurse, dentist, midwife)
- Limited power to support other people healing

Facilitators may add or edit for relevancy to the community they work in. You may also invite participants to come up with one or two examples from their school/communities.

Facilitate a discussion about their experience with this activity, with the following prompts:

- What was it like for you to do these power poses?
- Were there any poses that were harder to decide on than others?
- What did you notice about your peers' poses?
- Did you notice some poses were more similar than others?

Following this discussion, end with one more series of discussion prompts:

- Why do you think some of these positions ask about less or minimal power?
- For example, how can someone with minimal power in their community still have power?
- What power does that community member have?

Activity 10: Collaborating and Creating Power

(30 to 40 minutes)

Materials: markers, paper, newsprint, craft materials (optional)

This goal of this exercise is to help participants understand how power surrounds them and their own personal power in creating an environment where everyone can thrive. Point out to participants that power comes in many forms and that power is not measured only by concrete outcomes like changing someone's behavior, making money, or having a physical impact on the world. There is power in imagining things that do not yet exist and there is power in creating relationships and communities.

Tell participants that this activity allows them to dream and build their ideal communities.

Divide participants into groups of 3 to 4. Give each group paper, pens, and markers. Alternatively, you could offer more crafty materials that allow participants to make three-dimensional models. Offer participants about 10 to 12 minutes to create their communities.

Have posted on the board features that each community must include:

- Park
- Grocery Store
- Signage
- Health Center
- House
- Parking Lot
- Community Garden

Participants have free range to create the streets, neighborhoods, stores, and any other pieces they believe are important to building and creating a community people would want to live in, especially them!

Participants also must create a name for their community and create a community slogan or motto. If participants are unsure what a slogan or motto is, offer them popular ones based on brands, such as Nike and “Just do it,” or Allstate and “You’re in Good Hands.”

Invite participants to share their communities. Facilitate a discussion about building and creating communities. Some discussion questions to facilitate this activity include:

- What does the community feel like?
- How many grocery stores and health centers were created in your community?
- Did you include parks? Where did you locate them?
- How did you think about accessibility when creating your communities?
- What are some places (or institutions) you created?
- What systems are available to access resources (e.g., education, transportation)?
- Did anyone decide to include law enforcement? If so, where are they? If not, why not?
- What was important to include for your community’s philosophy?
- Did you/how did you build in access for people with different mobility or transportation needs? For people who are d/Deaf and hard of hearing? For people who are neurodiverse?
- Thinking of your own multiple identities, what parts of who you are do you not get to be in community?

Point out that this activity is one form of power: to dream, to create, to build. Remind them how ideas are a form of power, which is an example of what they just did.

It is also an exercise in structural, institutional, and systemic power.

The motto and name they created are the structure they gave their community. They are examples of structural power.

The spaces and places are the institutions important to them. In the imaginary communities these institutions hold institutional power.

The institutions they created and how people access the institutions through systems demonstrate where systemic power exists and how it can function to include people and support them, or exclude them and keep them down.

For example a school is an institution; going to a school is an example of moving through an educational system. A hospital is an institution; going to a hospital is an example of moving through the medical industrial complex (a medical system). These are systemic forms of power.

Tell participants that in addition to understanding the different kinds of power that exist we need to think about how we use power. There's a difference between a "power with" and a "power over" approach.

Share the definition of "power with.":

A form of sharing power. When people share power to have equitable outcomes they are practicing power with one another. An example of power with approaches is the disability justice movement and how it focuses on the most impacted leading their own community efforts by using their community power and collaborating with others.

Ask for a few volunteers to share how they understand this activity to be an example of "power with." Be prepared to hear things such as: we shared responsibility, we divided the work fairly, we worked together, we listened to one another.

Next, define "power over.":

A way of interacting with other people, places, or things where a person or group holds or has power over another person or group. The power is not shared, instead, the person with more power has different experiences that give them more control, and they make all of the decisions for the group and not with the group.

Ask for a few volunteers to share about having decided to include law enforcement in this activity.

How else did they imagine power over together during this activity?

Use the following discussion questions:

- Do you think the community you created is possible?
- What power is needed to make it so?

Images



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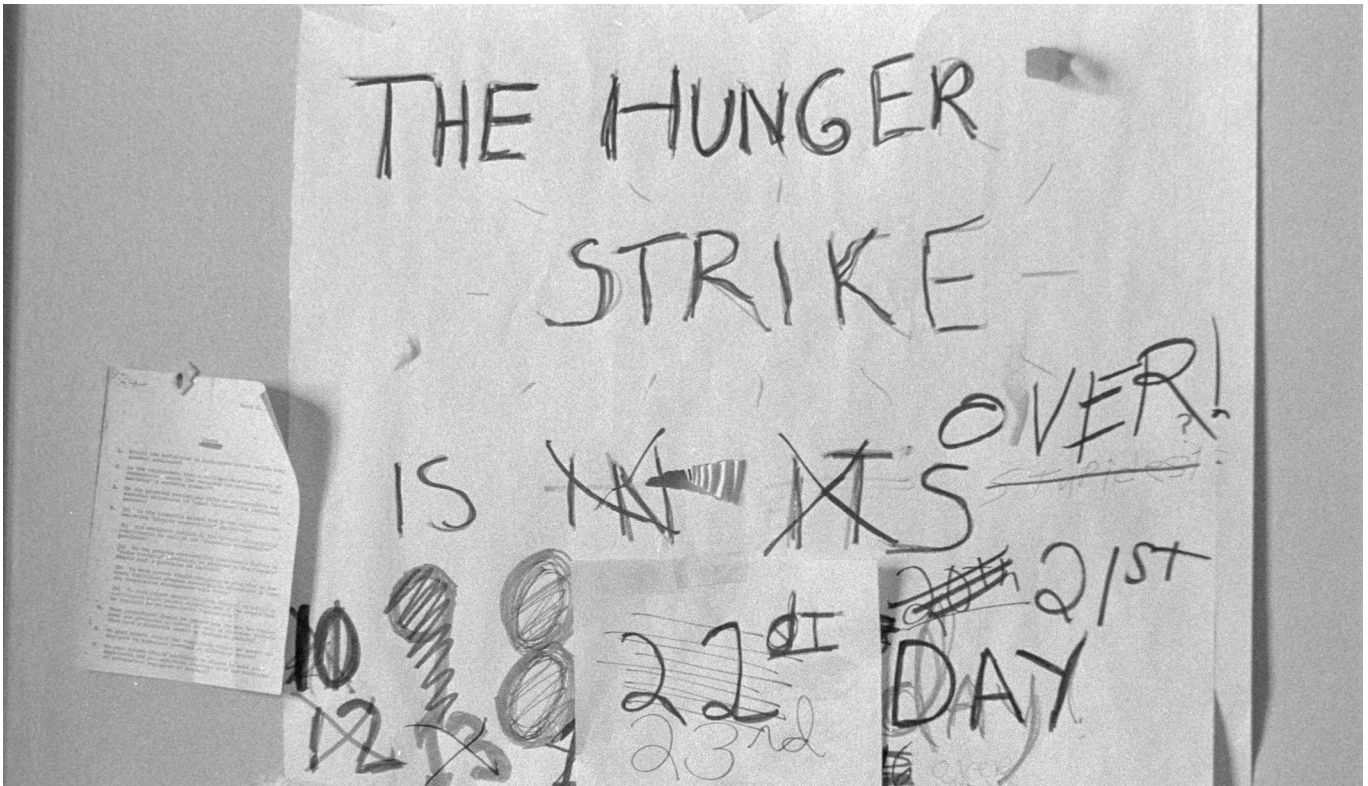


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Resources

Glossary

Ableism

“The system of discriminatory practices and beliefs that maintain and perpetuate disability discrimination.” (*Sins Invalid, 2019, Skin, Tooth Skin, Tooth, and Bone: The Basis of Movement Is Our People*, p. 145)

Body Autonomy

The human right to decide what happens to our body

Consent

An agreement to participate in an activity. It’s important to be honest about what you want and don’t want. Consenting and asking for consent is all about setting your boundaries and respecting others.

Hierarchy

Arrangement of items in which the items are represented as being above, below, or at the same level as one another based on perceived value.

Institutional Power

How power is held and experienced in places (schools, clubs) and spaces (safer spaces).

Justice

“Justice is like fairness, only bigger. Justice means working together so that everyone can share in the good and hard parts of living. Justice means that every person and every body matters.” (Cory Silverberg, 2015, *Sex Is A Funny Word* p. 29)

Power Over

A way of interacting with other people, places, or things where a person or group holds/has power over another person or group. The power is not shared, instead the person with more power has different experiences that give them more control, and they make all of the decisions for the group and not with the group.

Power With

A form of sharing power. Power is the capacity or ability to direct or influence the behavior of others or the course of events. When people share power to have similar outcomes and experiences they are practicing power with one another.

Self Determination

The process and experience of making decisions about oneself and one's relationships.

Structural Power

How power is held and experienced in the ways and ideas that lead to how societies and/or communities are built.

Systemic Power

How power is held and experienced in the ways people access resources.

Learn More

Read

Sins Invalid. 2019. *Skin, Tooth, and Bone: The Basis of Movement Is Our People. Disability Justice Primer 2nd edition*. Available in PDF and hard copy here: <https://rb.gy/jxg4p6>

Watch

TED. 2014. "I'm not your inspiration, thank you very much—Stella Young."
Available at: <https://www.youtube.com/watch?v=8K9Gg164Bsw>

Listen

Disability Visibility Project. 2020. Games (Episode 71).
Available at: <https://disabilityvisibilityproject.com/2020/02/24/ep-71-games/>

Social Emotional Learning Competencies (CASEL)

Self-awareness

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

Self-management

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Common Core State Standards for English Language Arts/Literacy

Reading (Informational)

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking and Listening

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core for Additional Activities

Speaking and Listening

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Language

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.