

## Diverse Educator Pathway - Affinity Group Playbook

Building Community (Part 1)

Building Community (Part 2)

What's Your legacy? Embracing your lived experience

BIPOC educators in OR (Part 1)

BIPOC educators in OR: Effects of Racism on Educators of Color (Part 2)

How to navigate "failure"

Supporting future diverse educators

How to be a mentor to newer participants

Self care

## Building Community (Part 1)

- Objective 1: To build trust and community within your group, including learning to build community throughout your pathway.
- Objective 2: Create a set of community guidelines for your group.
- Feedback from our participants and partners in the DEP:
  - Acknowledging the importance of having a community of support from the very beginning and throughout your pathway(HS (or before), college, hired, beyond).
  - Addressing the importance of knowing your identity to help you build this for yourself and your students in the future.
  - Building any relationship takes time and requires both parties to be authentic.

Questions to consider (for Connectors)	Tips	Resources
<p>What is your positionality as you enter these conversations? Acknowledging we are not experts in these themes, but how can we hold space for these conversions and prepare adequately?</p>	<p>Community building comes in many different ways - lean on student experience and their vision of community. It may look and sound different than what you may be used to. Start with low-risk activities and then work up to high-risk.</p>	<p>GYO PD sessions with Jesus Jaime Diaz (Identity - Pedagogical Conocimientos)</p> <p><a href="#">Session 1</a> (Race)</p> <p><a href="#">Presentation 1</a></p> <p><a href="#">Session 2</a> (Language)</p> <p><a href="#">Presentation 2</a></p> <p><a href="#">Session 3</a> (Work Legacy)</p> <p><a href="#">Presentation 3</a></p> <p><a href="#">Session 4</a> (Education)</p>

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		<a href="#">Presentation 4</a> (Resources can also be found in Connector folders)
What are the conditions that are being created for diverse learners to experience and engage in community?	Lean on patterns, themes that keep bubbling up (that could mean finding affinity across intersecting identities)	<a href="#">Project READY: Reimagining Equity &amp; Access for Diverse Youth</a>  <a href="#">Module 9: Racial and Ethnic Identity Development</a>
What is terminology participants may not know?	The importance of centering student voice and experience being central to the community. This means allowing for students to authentically present themselves in a space that is different from mainstream classroom.	<a href="#">BIPOC Voices: Black Love: Learning to Teach from Within</a> (great article with information on building sincere relationships with youth, but can also be applied to all)
Do the participants know what an affinity space is?	Ask participants: <ul style="list-style-type: none"> <li>● Who should be included in your “community”?</li> <li>● What are ways you experience and engage in community? -</li> <li>What are ways you are made</li> </ul>	<a href="#">Racial Equity Tools</a> - resources on affinity groups

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	<p>to feel valued? What are things we can do to make the space feel like community, physically? (like room setup)</p> <ul style="list-style-type: none"> <li>• What is BIPOC/POC? Why does this matter?</li> <li>• What is identity? Why does this matter?</li> </ul>	
<p>If you acknowledge that you are not at the point where you can engage in this conversation, that is addressing your positionality. Remember - we are not trying to create harm or retraumatize. We are trying to engage students in an authentic way.</p>	<p>Asking participants: Why do you think affinity spaces are important?</p>	<p><a href="#">Race and Ethnic Studies: Power and Perspective Coursebook</a> by Oak Meadow, Inc.</p>
<p><a href="#">Agenda Template</a> - optional</p>		<p>Look for Tik Toks, Ted Talks, videos, articles, poems, documentaries, etc. to incorporate.</p>

## Building Community Part 2

- Objective 1: To build trust and community within your group, including learning to build community throughout your pathway.
- Objective 2: Begin reflection around identity of self.
- Feedback from our participants and partners in the DEP:
  - Acknowledging the importance of having a community of support from the very beginning and throughout your pathway(HS (or before), college, hired, beyond).
  - Addressing the importance of knowing your identity to help you build this for yourself and your students in the future.
  - Building any relationship takes time and requires both parties to be authentic.
  - Identity work is not a one-time activity, it is continuous and constantly evolving.

Questions to consider (for Connectors)	Tips	Resources
<p>What are the conditions that are being created for diverse learners for them to experience and engage in community?</p>	<p>Community building comes in many different ways - lean on student experience and their vision of community. It may look and sound different than what you may be used to.</p>	<p>GYO PD sessions with Jesus Jaime Diaz (Identity - Pedagogical Conocimientos)</p> <p><a href="#">Session 1</a> (Race)</p> <p><a href="#">Presentation 1</a></p> <p><a href="#">Session 2</a> (Language)</p> <p><a href="#">Presentation 2</a></p> <p><a href="#">Session 3</a> (Work Legacy)</p> <p><a href="#">Presentation 3</a></p> <p><a href="#">Session 4</a> (Education)</p>

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		<a href="#">Presentation 4</a> (Resources can also be found in Connector folders)
What's your story?/What's your why?	Lean on patterns, themes that keep bubbling up (that could mean finding affinity across intersecting identities)	<a href="#">Project READY: Reimagining Equity &amp; Access for Diverse Youth</a>  <a href="#">Module 9: Racial and Ethnic Identity Development</a>
What is identity? Why does this matter?	The importance of student voice and experience being central to the community. This means allowing for students to authentically present themselves in a space that is different from the mainstream classroom.	<a href="#">BIPOC Voices: Black Love: Learning to Teach from Within</a> (great article with information on building sincere relationships with youth, but can also be applied to all)
If you acknowledge that you are not at the point where you can engage in this conversation, that is addressing your positionality. Remember - we are not trying to create harm or retraumatize. We are trying to engage students in an authentic way.	Ask participants: <ul style="list-style-type: none"> <li>• What is BIPOC/POC? Why does this matter?</li> <li>• What is identity? Why does this matter?</li> </ul>	<a href="#">Racial Equity Tools</a> - resources on affinity groups

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	<ul style="list-style-type: none"><li>• What's your story?/What's your why?</li></ul>	
		Look for Tik Toks, Ted Talks, videos, articles, poems, documentaries, etc. to incorporate.

## What's your legacy? Embracing your lived experience.

- Objective 1: Creating the conditions where students begin to see their own story as a way to facilitate their journey as an educator.
- Feedback from our participants and partners in the DEP:
  - The story of you and the community that helped raise/nurture you is a way to connect with your students of color.
  - Your lived experience is different from identity alone.
  - Your lived experiences are valuable!

Questions to consider (for Connectors)	Tips	Resources
What's your story?/What's your why?	Create a space where participants can share their story/narrative and know the value of their background, embrace their lived experience, and highlight the importance of their upbringing.	GYO PD sessions with Jesus Jaime Diaz (Identity - Pedagogical Conocimientos) <a href="#">Session 1</a> (Race) <a href="#">Presentation 1</a> <a href="#">Session 2</a> (Language) <a href="#">Presentation 2</a> <a href="#">Session 3</a> (Work Legacy) <a href="#">Presentation 3</a> <a href="#">Session 4</a> (Education) <a href="#">Presentation 4</a>



		(Resources can also be found in Connector folders)
If you acknowledge that you are not at the point where you can engage in this conversation, that is addressing your positionality. Remember - we are not trying to create harm or retraumatize. We are trying to engage students in an authentic way.	Using a tool like the “map/road” activity where participants can draw out their life via important milestones in their life and connect it to their “why” for becoming an educator.	Article: <a href="#">Teachers' Lived Experiences, Resistance, and Accommodation to Racial Ideologies</a>
This might be the first time a student shares their story. Make sure to re-emphasize norms and expectations to create safety. Ex: revisiting community guidelines and emphasizing the importance of valuing one's voice.	When having these narrative conversations within BIPOC/POC groups, we tend to lean towards “who had it worse”. We need to be intentional around making sure participants understand that everyone's voice/narrative matters. Every participant has the agency to define what their struggles, success, triumphs are - it's what they feel comfortable with.	Look for Tik Toks, Ted Talks, videos, articles, poems, documentaries, etc. to incorporate.
How can you model what this looks like? Sharing what you're comfortable with at this moment and listening to how you feel. When having these		

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## BIPOC Educators in OR (Part 1)

- Objective 1: Learn about the history of BIPOC educators in OR and how racism has affected the diversity of the educator workforce.
- Objective 2: Understand the value and urgency of hiring and retaining a more diverse educator workforce.
- Feedback from our participants:
  - The experience of BIPOC educators is very different from White educators, and it's these experiences that affect retention.
  - Learning about racism at all the different levels it affects BIPOC educators, is crucial in helping to build resiliency.

Questions to consider (for Connectors)	Tips	Resources
What do you know about this history?	Question: What is school? How would you describe and define it?	GYO PD sessions with Jesus Jaime Diaz (Identity - Pedagogical Conocimientos) <a href="#">Session 1</a> (Race) <a href="#">Presentation 1</a> <a href="#">Session 2</a> (Language) <a href="#">Presentation 2</a> <a href="#">Session 3</a> (Work Legacy) <a href="#">Presentation 3</a> <a href="#">Session 4</a> (Education) <a href="#">Presentation 4</a>

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This session can be thought of as the "big picture" session to be followed up by the next theme (Part 2).	<p>Potential Activity - <a href="#">Historical Timeline on Education's History</a></p> <p>You can start in the present and then work your way backwards in history....using the <a href="#">2020 OR Educator Equity Report</a> as a tool for learning about our present situation.</p>	Article: <a href="#">Where Are All the Teachers of Color?</a>
If you acknowledge that you are not at the point where you can engage in this conversation, that is addressing your positionality. Remember - we are not trying to create harm or retraumatize. We are trying to engage students in an authentic way.	Reflection question: Was there something you didn't know about this history? Was there something that surprised you?	<a href="#">Learning for Justice</a>
	Reflection question: During the desegregation of schools, what happened with the Black staff at schools? Where did the principals, teachers, and other professionals go? Who were the teachers chosen for all the now desegregated students? What were the impacts of these decisions?	<a href="#">Zinn Education Project</a>

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		Look for Tik Toks, Ted Talks, videos, articles, poems, documentaries, etc. to incorporate.
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## BIPOC Educators in OR: Effects of Racism on Educators of Color (Part 2)

- Objective 1: Building on the first part of this theme, hold space to discuss the effects of racism in a school/institution's climate and culture, on BIPOC/POC, and how to navigate them.
- Objective 2: Centering student's experience with a lens of racial equity and injustice.
- Objective 3: Reimagining the education system and the educators in it.
- Feedback from our participants:
  - The importance of knowing your identity helps you build your resilience for yourself and your students in the future.
  - After learning about the history of BIPOC educators in OR and the role racism plays, reflect on the connections to your lived experiences.

Questions to consider (for Connectors)	Tips	Resources
<p>What is imposter syndrome? How does this portray as a K-12 student, college student, and as a teacher working in the classroom?</p> <p>What does this look like and how do you persevere?</p>	<p>Remember to focus on student narrative and voice, including individual experiences.</p>	<p>GYO PD sessions with Jesus Jaime Diaz (Identity - Pedagogical Conocimientos)</p> <p><a href="#">Session 1</a> (Race)</p> <p><a href="#">Presentation 1</a></p> <p><a href="#">Session 2</a> (Language)</p> <p><a href="#">Presentation 2</a></p> <p><a href="#">Session 3</a> (Work Legacy)</p> <p><a href="#">Presentation 3</a></p> <p><a href="#">Session 4</a> (Education)</p> <p><a href="#">Presentation 4</a></p>

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		(Resources can also be found in Connector folders)
How can these conversations and activities be used in your future classrooms?	Ask participants if they've heard of "imposter syndrome"? How does it show up and what are its effects?	<a href="#">2020 OR Educator Equity Report</a>
How can previous affinity space discussions compliment this conversation? How can it complement future conversations?	Ask participants what they would like to see in terms of support, from their SD's and support programs, in order to be successful and well as educators.	Article: <a href="#">The Experiences of Teachers of Color</a>
If you acknowledge that you are not at the point where you can engage in this conversation, that is addressing your positionality. Remember - we are not trying to create harm or retraumatize. We are trying to engage students in an authentic way.	Asking participants what feelings come up as they engage in the work.	Resource for publications supporting diverse educators: <a href="#">The Education Trust</a>
Consider reflecting on your <i>why</i> around this work. What has been going well? What has been challenging? What are observations you have made doing this work? (This can be tied to question for participants around dreams and hopes.)	Maybe spend some time discussing the experience of students having a teacher of color in the classroom. If students haven't had that experience, consider exploring it and asking why? How would it have made a difference to have a teacher of color that maybe shares the same language,	Report: <a href="#">If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover</a>

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	<p>culture, ethnic and racial background?</p> <p>If that experience seems too specific, too fast, maybe take some time to just understand the experiences of students in schools and how does that transfer to wanting to become a teacher.</p>	
<p>As you go into this session, be intentional around the messaging for students.</p> <p>Address that due to white supremacy culture, our participants might not “fit the mold” of what an educator needs to be. Make sure students know this is NOT a one size fits all. Their experiences matter, and they are educators.</p>	<p>Intro conversation at the end of this session: What are your dreams and hopes as an educator?</p>	<p>Article: <a href="#">Through Our Eyes: Perspectives and Reflections From Black Teachers</a></p>
		<p>Article: <a href="#">“I Stopped Sleeping”: Teachers of Color and the Impact of Racial Battle Fatigue</a></p>
		<p><a href="#">Learning for Justice</a></p>
		<p>Look for Tik Toks, Ted Talks, videos,</p>

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		articles, poems, documentaries, etc. to incorporate.
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## How To Navigate “Failure”

- Objective 1: To understand the complexities affecting first-gen, BIPOC/POC student experience.
- Objective 2: Identify opportunities and strategies for navigating “failure”.
- Feedback from participants:
  - The complexities around being a first-generation student can lead to “failure” - this can be a result of being expected to know/figure out everything and a fear of asking for help...amongst other things.
  - White supremacy often affects how we feel we can respond - the pressure that comes from this.

Questions to consider (for Connectors)	Tips	Resources
<p>If you acknowledge that you are not at the point where you can engage in this conversation, that is addressing your positionality. Remember - we are not trying to create harm or retraumatize. We are trying to engage students in an authentic way.</p>	<p>Asking participants what feelings they have around this. Is there a sense of pressure to succeed and guilt if you “don’t”? How does this affect you?</p>	<p>GYO PD sessions with Jesus Jaime Diaz (Identity - Pedagogical Conocimientos)</p> <p><a href="#">Session 1</a> (Race)</p> <p><a href="#">Presentation 1</a></p> <p><a href="#">Session 2</a> (Language)</p> <p><a href="#">Presentation 2</a></p> <p><a href="#">Session 3</a> (Work Legacy)</p> <p><a href="#">Presentation 3</a></p> <p><a href="#">Session 4</a> (Education)</p> <p><a href="#">Presentation 4</a></p> <p>(Resources can also be found in Connector folders)</p>

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Being ready to support and hold space for participants with these conversations, as more personal conversations can arise. We don't want participants to leave re-traumatized.	What does "failure" mean? Who's "fault" is it?	Article: <a href="#">Are Higher Education Institutions Failing Their BIPOC?</a>
Reminder - with these conversations and continued learning, comes more awareness and participants will want to know more.	What can we do to take care of ourselves?	Dissertation: <a href="#">Addressing Barriers to College Completion for BIPOC First Generation Students: Recommendations to Improve Students' Sense of Belonging and College Persistence Outcomes</a>
	How does white supremacy affect our feelings around failure?	Article: <a href="#">White Supremacy Culture</a> Website - <a href="#">Dismantling Racism</a>
	How is the "failure" conversation tied to identity? (How can we tap into our previous sessions around identity.) Is there a specific identity marker(s) that hold more weight for you, around this topic? Ex: As the eldest sibling/first-gen, you are expected to have good grades and a good job.	Look for Tik Toks, Ted Talks, videos, articles, poems, documentaries, etc. to incorporate.

## Supporting future diverse educators

- Objective 1: Work in community to develop tools and strategies to support participants through their pathway.
- Feedback from participants:
  - Early in the Pathway: Being aware of their “on-track” status in highschool (How are they doing with credit completion towards diploma?).
  - Being involved in DEP and extracurricular activities helped me get scholarships and experience.

Questions to consider (for Connectors)	Tips	Resources
<p>Why is involvement in and outside of school important? What are initiatives you can be involved in?</p>	<p>Looking at past data from participants</p> <ul style="list-style-type: none"> <li>● <a href="#">Survey</a></li> <li>● <a href="#">Participant interviews</a></li> <li>● <a href="#">Connector interviews</a></li> </ul>	<p>GYO PD sessions with Jesus Jaime Diaz (Identity - Pedagogical Conocimientos)</p> <p><a href="#">Session 1</a> (Race)</p> <p><a href="#">Presentation 1</a></p> <p><a href="#">Session 2</a> (Language)</p> <p><a href="#">Presentation 2</a></p> <p><a href="#">Session 3</a> (Work Legacy)</p> <p><a href="#">Presentation 3</a></p> <p><a href="#">Session 4</a> (Education)</p> <p><a href="#">Presentation 4</a></p> <p>(Resources can also be found in Connector folders)</p>

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<p>If you acknowledge that you are not at the point where you can engage in this conversation, that is addressing your positionality. Remember - we are not trying to create harm or retraumatize. We are trying to engage students in an authentic way.</p>	<p>Ask students: What does support look like for you? Are supports different for first-gen students? What can we, your school district, and other folks do?</p>	<p>Article: <a href="#">A Natural Fit: Supporting After-School Staff of Color in Teacher Pipelines</a></p>
<p>What kind of leadership opportunities do students have or participate in? (Consider job employment, family responsibilities, student clubs organizations and affinity groups, and community service and community based programs.)</p>	<p>Ask students: What counts as involvement? Having a conversation around barriers to "traditional" extracurriculars due to being first-gen or BIPOC/POC or low-income. What skills are developed through "non-traditional" extra-curriculars? Ex: taking care of your siblings and helping your friends with their homework.</p>	<p>Report: <a href="#">If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover</a></p>
<p>What are the components of the DEP that students should be aware of as they navigate high school and prepare for post-education?</p>		<p>Dissertation: <a href="#">Addressing Barriers to College Completion for BIPOC First Generation Students: Recommendations to Improve Students' Sense of Belonging and College Persistence Outcomes</a></p>
<p>Building off success, what are patterns/themes that keep coming up</p>		<p><a href="#">Learning for Justice</a></p>

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<p>in successfully supporting a student (what works) and how might that transfer over to supporting a greater collective sustained by the system?</p>		
		<p><a href="#">Engaging First Generation Students</a></p>
		<p><a href="#">Culturally Responsive and Sustaining Teaching of 1st Generation College Students</a></p>
		<p>Report: <a href="#">Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color</a></p>
		<p>Look for Tik Toks, Ted Talks, videos, articles, poems, documentaries, etc. to incorporate.</p>

## How to be a mentor to newer participants

- Objective: Understand the meaning(s) of mentorship and how participants can develop this in themselves.
- Feedback from participants:
  - After COVID, there is a wanting for more connections with peers in the program. Participants continue to show interest in wanting to support their peers in the DEP.

Questions to consider (for Connectors)	Tips	Resources
<p>If you acknowledge that you are not at the point where you can engage in this conversation, that is addressing your positionality. Remember - we are not trying to create harm or retraumatize. We are trying to engage students in an authentic way.</p>	<p>What is mentorship for you? What are the components of mentorship that we value and want to highlight?</p>	<p>GYO PD sessions with Jesus Jaime Diaz (Identity - Pedagogical Conocimientos)</p> <p><a href="#">Session 1</a> (Race)</p> <p><a href="#">Presentation 1</a></p> <p><a href="#">Session 2</a> (Language)</p> <p><a href="#">Presentation 2</a></p> <p><a href="#">Session 3</a> (Work Legacy)</p> <p><a href="#">Presentation 3</a></p> <p><a href="#">Session 4</a> (Education)</p> <p><a href="#">Presentation 4</a></p> <p>(Resources can also be found in Connector folders)</p>
	<p>Having a discussion around what a</p>	<p>Article: <a href="#">Culturally Responsive</a></p>

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	mentor is. Have you had a mentor? Why did you consider them a mentor? What was valuable?	<a href="#">Mentoring for Youth of Color</a>
	Activity: modeling something you want to learn and having participants (mentor) exemplify that.	Presentation: <a href="#">The role of race, ethnicity and culture in youth mentoring</a>
	Looking at past data from participants <ul style="list-style-type: none"> <li>• <a href="#">Survey</a></li> <li>• <a href="#">Participant interviews</a></li> <li>• <a href="#">Connector interviews</a></li> </ul>	Article: <a href="#">Anti-Racism Education and Training for Adult Mentors Who Work With BIPOC Adolescents</a>  <a href="#">PDF</a>
		Article: <a href="#">Mentoring New Teachers of Color: Building New Relationships among Aspiring Teachers and Historically Black Colleges and Universities</a>
		Look for Tik Toks, Ted Talks, videos, articles, poems, documentaries, etc. to incorporate.



## Self-care for Educators of Color

- Objective 1: Understanding what self-care means.
- Objective 2: Creation of a running list of self-care tips and resources for DEP participants.
- Feedback from participants:
  - Feelings of having to prove ourselves 24/7, can be energy draining.
  - Sometimes there's guilt around taking care of oneself.
  - Self-care is something we often put to the side, especially when you don't receive the message of this being a priority, as you are growing up.

Questions to consider (for Connectors)	Tips	Resources
<p>What aspects of self-care need to be mentioned as BIPOC/POC.</p>	<p>Potential discussions:</p> <ul style="list-style-type: none"> <li>● Surviving/coping vs self-care</li> <li>● Stigma around mental health</li> <li>● Access to resources</li> <li>● Relationship of being first-gen, low-income, immigrant, BIPOC/POC to self care and what that means for us</li> <li>● Guilt around self-care</li> <li>● Relationship of <u>mindfulness</u> to self-care</li> </ul>	<p>GYO PD sessions with Jesus Jaime Diaz (Identity - Pedagogical Conocimientos)</p> <p><a href="#">Session 1</a> (Race)  <a href="#">Presentation 1</a></p> <p><a href="#">Session 2</a> (Language)  <a href="#">Presentation 2</a></p> <p><a href="#">Session 3</a> (Work Legacy)  <a href="#">Presentation 3</a></p> <p><a href="#">Session 4</a> (Education)  <a href="#">Presentation 4</a></p> <p>(Resources can also be found in Connector folders)</p>

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<p>What are the differences in wording used to describe self-care between adults and youth? (How might this differ between students and classified staff?)</p>	<p>What is mindfulness?</p>	<p><a href="#">The Nap Ministry</a></p>
<p>If you acknowledge that you are not at the point where you can engage in this conversation, that is addressing your positionality. Remember - we are not trying to create harm or retraumatize. We are trying to engage students in an authentic way.</p>	<p>What boundaries can we set for ourselves to practice self-care?</p>	<p>Article: <a href="#">Why Imposter Syndrome Goes Deep For Multiracial People</a></p>
	<p>To teach well is an act of selflessness. To engage in education in a way that leads to liberation, disruption, joy and resistance is radical work. How can we be gentle and caring enough to ourselves to believe and act on the premise that caring for ourselves and being good social justice educators, being good teachers, are not mutually exclusive?</p>	<p>Article: <a href="#">White Supremacy's Impact on Mental Health of BIPOC Folks</a></p>
	<p>Activity idea: Host a panel of teachers discussing how they practice self-care and/or mindfulness. Participants can give panelists the questions to ask so</p>	<p>Article: <a href="#">Self-care Can Be Social Justice</a></p>

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	that elements we value such as student centered, equity, and reality can arise in the conversation.	
		Blog: <a href="#">Educators of Color Have to Make Space for Self Care and Healing Therapy Resources for People of Color</a>
		Article: <a href="#">A List Of Mental Health Resources Available For People Of Color</a>
		Look for Tik Toks, Ted Talks, videos, articles, poems, documentaries, etc. to incorporate.