Purpose: This assignment will help you understand the underlying issues of the three stages of on becoming an anti-bias educator, as well as, learning about the historical context. There will be two parts:
  Part I = understanding the stages;
  Part II = understanding where you are on the stages.

Part I (15 points):
• April 14: In-Class Introduction = 5 points
• April 14-April 28: Homework = 5 points
• April 28: In-Class Group work = 5 points
• May 12: Role Play = 20 points

Part II (15 points)
• April 7: In-class writing (#1) = 5 points
• April 14-May 19: Written homework (#2) = 5 points
• May 19: In-class Activity (#3) = 5 points

Grade: Part I and Part II will be added together

Total: 50 Points
Stages on Your Journey Assignment
PART I

Purpose:
The following exercise will require you to apply knowledge gained from your readings and class discussions. This exercise will also focus in depth in applying the knowledge from Article #5: “Becoming and Anti-bias Educator”, Article #6: The Journey Toward Anti-racist Identity for Multi-racial People, People of Color, and Whites”, and Article #29: “New Colors: Mixed-Race Families Still Find a Mixed Reception”.

Task #1: April 14 - Introduction: As a Class
- Review the Stages on the Journey (#5 & #6)
- Review the scenario and the cast of characters.
- Using Article #5, discuss how the cast of characters relates to the various stages.

Task #2: April 14 - Cast of Characters are Assigned
- Each member of the class will draw a number identifying their character for the role playing exercise
- Each number is assigned to a character in the scenario. Go to the table with the corresponding number displayed and begin expanding on the character’s description.

Task #3: Homework Due April 28 - Character Development
- Based on the small amount of information about this character (from assignment sheet and brief discussion with class members portraying the same character), expand on your characters using your knowledge of the stages.
- Write out a fuller description of your character and bring to class on April 28th.

Task #4: April 28 & May 12 (brief) - Work Groups
- You will be divided into four work groups based on your character’s number.
  - Group #1: Characters #1, 4, 10
  - Group #2: Characters #2, 5, 8
  - Group #3: Characters #3, 6, 12
  - Group #4: Characters #7, 9, 11
- You will discuss the cast of characters present in your work group based on the knowledge from the readings, stages, and your homework.
- Become familiar with possible responses for all the characters present in your work group.
- Discuss the strategies that each of the characters may operate from (how would they act in playing out this scenario?).
- Everyone in your working group will become an “expert” on the stages of the assigned characters.

Task #5: May 12 - Role Playing the Scenario at the Meeting
- Tables/desks will be placed in a square/rectangle shape for everyone to have visual contact with each other.
- Everyone will sit on the outside of the circle and place their Name Plate in front of them (identifies the character).
- Everyone needs to jump in to contribute to the discussion; however you must stay in character.
- Role Play the Scenario at the meeting. If there was more than one class member assigned to a specific character, they will sit together.
Cast of Characters – Work Sheet

In the process of developing your characters (this week, at home, and in your work groups next week) you can add names and other characteristics that would support the known information for each of the characters in the scenario based on your knowledge of the stages.

1. **Principal:**
   White Male, Age 52, Stage 1.

2. **Student Rep for African-American Student Group:**
   African-American Male, Junior, Stage 2
   (even tempered/experienced good role models)

3. **Student Rep: Chicano Group Student**
   Chicana Female, Senior, Early Stage 2

4. **Student Rep: Asian Student Group**
   Chinese-American Female, Senior, Early Stage 2

5. **Teacher:**
   Latina Female, Age 56, Stage 1
   (supportive of principal)

6. **Teacher:**
   White Female, Stage 2
   (feeling guilty, wanting the students to teach her what she needs to know about their culture)

7. **Guidance Counselor:**
   White Male, Age 30, Stage 3

8. **Parent Rep: from the PTA:**
   White Female, Stage 1
   (alliance with the principal)

9. **White Student Rep. Opposition to the courses:**
   White Male, Junior, Stage 1

10. **Vice-Principal:**
    African-American Female, Age 35, Stage 3
    (role: work with student groups and responsible for student discipline)

11. **Biracial Student Rep. Feeling Out of the Discussion:**
    African-American/White Female Junior, Stage 2

12. **Local Newspaper Correspondent:**
    Male, Age 25, Stage 1 (asks awkward questions, wants to build reputation)
### Cast of Characters - Spring 2010 Roles

<table>
<thead>
<tr>
<th>Group I: Characters #1,4,10</th>
<th>Group II: Characters #2,5,8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#1: Principal:</strong></td>
<td><strong>#2: Student Rep. - African-American Student Group:</strong></td>
</tr>
<tr>
<td>[white (m) - age 52 - stage 1]</td>
<td>[African-American (m), junior, stage 2]</td>
</tr>
<tr>
<td>* __________________________</td>
<td>* __________________________</td>
</tr>
<tr>
<td><strong>#4: Student Rep. - Asian Student Group:</strong></td>
<td><strong>#5: Teacher:</strong></td>
</tr>
<tr>
<td>[Chinese-American (f), senior, early stage 2]</td>
<td>[Latina (f), age 56, stage 1]</td>
</tr>
<tr>
<td>* __________________________</td>
<td>* __________________________</td>
</tr>
<tr>
<td><strong>#10: Vice-Principal:</strong></td>
<td><strong>#8: Parent Rep. - PTA</strong></td>
</tr>
<tr>
<td>[African-American (f), age 35, stage 3]</td>
<td>[white (f), stage 1]</td>
</tr>
<tr>
<td>* __________________________</td>
<td>* __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group III: Characters #3, 6, 12</th>
<th>Group IV: Characters #7, 9, 11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#3: Student Rep. - Chicano Student Group</strong></td>
<td><strong>#7: Guidance Counselor:</strong></td>
</tr>
<tr>
<td>[Chicana (f), senior, early stage 2]</td>
<td>[white (m), age 30, stage 3]</td>
</tr>
<tr>
<td>* __________________________</td>
<td>* __________________________</td>
</tr>
<tr>
<td><strong>#6: Teacher:</strong></td>
<td><strong>#9: White Student Rep. - Opposition to Courses:</strong></td>
</tr>
<tr>
<td>[white (f), stage 2]</td>
<td>[white (m), junior, stage 1]</td>
</tr>
<tr>
<td>* __________________________</td>
<td>* __________________________</td>
</tr>
<tr>
<td>[male, age 25, stage 1]</td>
<td>[African-American/White (f), junior, stage 2]</td>
</tr>
<tr>
<td>* __________________________</td>
<td>* __________________________</td>
</tr>
</tbody>
</table>
The Scenario

1. **The Setting**: is a high school in a suburban community in southern California.

2. **The Goal**: Several members of the school community want to implement an anti-bias perspective *comprehensively* throughout the school. This goal was prior to the Dilemma/Incident described below. **The premise of the gathering today is to not have this issue escalate and lose sight of the original goal.**

3. **Basic Assumption**: The staff, families, and students are at various stages and coming from all perspectives: multiracial, people of color, and white (Syllabus Articles #4-5).

4. **The Dilemma/Issue**: began when a group of African American students wanted Black Studies courses offered at the high school and the principal (who was white) said, “NO! – Absolutely NOT!”

Word got out about the student request and the principal’s response. Now the Chicano students and Asian American students on campus also began to demand that classes be offered in Chicano Studies and Asian Studies as well.

Immediately people began taking sides. Some teachers don’t want these classes added to the curriculum and rally around the principal on this issue. Other teachers side with the students and help them voice their opinions and demands.

As the debate escalates from one student group and the principal into a full-fledge campus wide issue, others become vocal. Some white students are feeling apprehensive about the possibility of the addition of these courses. These students also feel left out of the “discussion” and begin to vocalize their concerns. Their parents also become involved and vocalize their opposition to these classes by stating their concerns to “keep the high standards” of the high school intact.

The local newspaper has gotten wind of the dissention at the high school and is trying to interview all those involved. It is only time before the television media come to campus and the issue is on the morning and evening news.

**The Vice-Principal, the Guidance Counselor and the leader of the African-American student group** are concerned that their original goal on supporting diversity on campus is heading for an all out confrontation. They have requested a meeting in an attempt to stop the dilemma from escalating and to work towards comprehensively implementing an anti-bias perspective throughout the school where everyone’s voice has an opportunity to be heard. They requested that key individuals that are involved in this dilemma/issue join them for a discussion regarding the issues on the table. **The meeting begins:**
Stages on Your Journey Assignment

Part II

Purpose:

Part II of this assignment is to help you understand where you are on the Stages of On Becoming an Anti-bias Educator.

1. **April 7/14: In-Class**
   - Write down the stage that you think you are in
   - Provide your justification
   - Letterhead & Envelope will be provided (turn in)

2. **To prepare for the May 19- In-class Activity, Write up the following:**
   - Identify the Stage that you entered the class and provide rationale
   - Identify the Stage you are in now - provide rationale
     - How do you know?
     - What steps on your journey this semester helped you the most to move forward on your journey?
     - What steps on your journey this semester set you back?
   - You will be using this information in an in-class exercise.

3. **May 19 – In-Class**
   - Return to the letter to yourself from April 7/14
   - There will be an in-class writing exercise to continue working on where you are in regards to the Stages

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*You will turn in #1-3 at the end of class on May 19.*