Affinity Groups

Ricco Villanueva Siasoco
NYSAS 2020 Gender, Sex, and Sexuality Conference
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WHAT IS AN AFFINITY GROUP?

An Affinity Group is a group of people who share a similar identity. Although members of the group may have a common identity, it does not mean that everyone in the group has had the same experiences. Rather, the group is a place for reflection, dialogue and support, and it ultimately strengthens ties within the community. Facilitating positive identity exploration is central to creating an inclusive and thriving community.
Thursday Morning: Gender/Sexuality Identity

Thursday Afternoon: Intersectional Identity (e.g. Racial/GSD)
Which Affinity Group Should I Join?

- Convene in an affinity group *based on your own identifiers*.
- We will co-create affinity groups based on need and desire.
- To begin, some folks might convene the following groups:
  - Gay affinity group
  - Lesbian affinity group
  - Non-binary affinity group
  - Straight affinity group
  - Women’s affinity group (Jewish women’s affinity grp?)
  - Men’s affinity group
  - Transgender students/parents affinity group
  - Queer affinity group (Queer POC?)
  - Others?
- If you suggest an affinity group, please understand that you are willing to convene the group.
- Discussion prompts the same for all groups
Thursday Morning: Gender/Sexuality Identifiers
Discussion Prompts
Gender/Sexuality Identity

What is your first memory of gender or sexuality?

How do we differ within this affinity group? How are we similar?

How does your gender/sexuality intersect with your other identifiers (e.g. race, age, religion)?
Thursday Afternoon: Intersectional Identity (e.g. Race & Gender; Interracial Marriage; Working Moms)
Discussion Prompts
Intersectional Identity

How does your identifier relate to gender sexuality diversity?

How do we differ within this affinity group? How are we similar?

How does your gender/sexuality intersect with your other identifiers (e.g. Latinx, teacher, age)?
From Affinity Groups to Justice & Action

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Four Essential Questions

For schools (not just individuals) committed to gender & diversity work
What and where is your school’s stated commitment to GSD, DEI, wellness?
Who is steering the ship?
Is your school in a marathon or a sprint?
Who are your people?
From Identity to Action

Identity Development
(framework)

Diversity Work
(policy & practice)

Justice & Action
(measurable goals, inclusive campuses)

Source: Louise Derman-Sparks & Julie Olson Edwards, Anti-Bias Education for Young Children and Ourselves (2009)
Anti-Bias Education Framework

Anchor Standards and Domains

**IDENTITY**
1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

**DIVERSITY**
6. Students will express comfort with people who are both similar to and different from themselves, engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

**JUSTICE**
11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

**ACTION**
16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Despite some hegemonic voices, curriculum is not created in silos.
# Anti-Bias Education Framework

## K-2 Grade Level Outcomes and Scenarios (cont’d)

<table>
<thead>
<tr>
<th>Anchor Standard</th>
<th>Code</th>
<th>Grade Level Outcome</th>
<th>Anti-bias Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice 11</td>
<td>JU.K-2.11</td>
<td>I know my friends have many identities, but they are always still just themselves.</td>
<td>Shawna timidly approaches her teacher, Mr. Bradley, after school. She explains that her uncle who</td>
</tr>
<tr>
<td>Justice 12</td>
<td>JU.K-2.12</td>
<td>I try and get to know people as individuals because I know it is unfair to think all people in a shared identity</td>
<td></td>
</tr>
</tbody>
</table>

## 3-5 Grade Level Outcomes and Scenarios (Cont’d)

<table>
<thead>
<tr>
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<th>Code</th>
<th>Grade Level Outcome</th>
<th>Anti-bias Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice 11</td>
<td>JU.3-5.11</td>
<td>I try and get to know people as individuals because I know it is unfair to think all people in a shared identity</td>
<td></td>
</tr>
</tbody>
</table>

## 6-8 Grade Level Outcomes and Scenarios (Cont’d)

<table>
<thead>
<tr>
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<th>Code</th>
<th>Grade Level Outcome</th>
<th>Anti-bias Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice 11</td>
<td>JU.6-8.11</td>
<td>I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.</td>
<td>While Mrs. Douglas’ class is discussing immigration, some of the students start talking negatively about a Latino student in another class, accusing him of im</td>
</tr>
<tr>
<td>Justice 12</td>
<td>JU.6-8.12</td>
<td>I can recognize and injustice in attitudes, speech and laws.</td>
<td></td>
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</tbody>
</table>

## 9-12 Grade Level Outcomes and Scenarios (Cont’d)

<table>
<thead>
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<th>Anti-bias Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justice 11</td>
<td>JU.9-12.11</td>
<td>I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.</td>
<td>Karen notices that many of her school’s facilities are not friendly to those with disabilities. Many students have difficulty navigating the school and are often late to class as a result. Karen decides to look into</td>
</tr>
<tr>
<td>Justice 12</td>
<td>JU.9-12.12</td>
<td>I can recognize, describe and distinguish unfairness and injustice at different levels of society.</td>
<td></td>
</tr>
</tbody>
</table>
Professional Development (In-House)
PD Day for All Faculty/Staff
Gender, Race, Equity & Inclusion

Ongoing & often. Supported by Head of School.

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Thanks!

Any questions?

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