DURHAM
PUBLIC SCHOOLS

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WE ARE QUEENS CURRICULUM AND
RESOURCE GUIDE - MIDDLE SCHOOL

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WE ARE QUEENS

GIRLS OF COLOR PROGRAM

OFFICE OF EQUITY AFFAIRS

WE ARE QUEENS

DURHAM PUBLIC SCHOOLS | GIRLS OF COLOR PROGRAM

WE ARE QUEENS

(GIRLS OF COLOR PROGRAM) WAS ESTABLISHED IN 2020.

It is a district initiative that supports, affirms and empowers girls of color to become allies, advocates, agents of change, and co-conspirators in changing the environment around them, including their schools. The program provides support with healthy identity development, civic and social justice engagement, cultural affirmation and leadership development.

AUTHORS/CONTRIBUTORS

ABOUT THE OFFICE OF EQUITY AFFAIRS

The Durham Public Schools Office of Equity Affairs was established in 2017 with the mission of ensuring that students experience educational equity in grades pre-K-12. While not restricted to any particular disparities, the foundation of the work of the office lies in addressing racial inequities due to the disparities found in various data sets. Beyond racial equity, the office also addresses disparities related to gender, socioeconomic status, sexual orientation, disability, etc. OEA has presented at multiple conferences and continues to offer school and district-wide professional learning opportunities, in person and virtually.

ABOUT WE ARE KINGS (BOYS OF COLOR PROGRAM)

The WE ARE KINGS Boys of Color Program seeks to:

- Decrease suspension rates and increase attendance
- Increase graduation rates
- Decrease the opportunity/achievement gap and increase literacy
- Empower student voice with leadership development and opportunities

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“

EVERY GREAT DREAM BEGINS WITH A DREAMER.

ALWAYS REMEMBER, YOU HAVE WITHIN YOU THE STRENGTH, THE PATIENCE, AND THE PASSION TO REACH FOR THE STARS TO CHANGE THE WORLD.

- Harriet Tubman

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6 WE ARE LEARNING ABOUT SELF-DISCIPLINE WHICH MEANS

- **Demonstrating hard work and commitment to purpose**
- **Regulating yourself for improvement and refrain from inappropriate behaviors**

Learning Intentions

Students will learn:

- **The importance of self-respect**
  - ° Respect
  - ° Self-respect
  - ° Confidence
  - ° Self-Discipline
- **What it means to carry oneself like a QUEEN**
  - ° Queen's Stance/Credo
  - ° Pride
  - ° Honor
  - ° Regal
- **What it means to commit to the QUEENS' Stance/ Credo in academics, behavior, home, community, and school**
  - ° Commitment
  - ° Excellence
  - ° Consistency
- **How to push for excellence**
  - ° Excellence
  - ° Standards
  - ° Life path
- **How to restrain from engaging in inappropriate behaviors in formal/informal settings**
  - ° Self-Control
  - ° Restraint
  - ° Formal Setting
  - ° Informal Setting

Success Criteria (observable and measurable)

Students will:

Use *key vocabulary during activities and discussions about self-discipline.

- **Dress professionally once a quarter**
- **Recite from memory the Queen's Stance/Credo**
- **Participate in a workshop with a Life Coach/ Martials Arts Instructor (community member)**
- **Demonstrate self-control in difficult situations**
- **Learn the power of community-building by identifying similarities and embracing differences during the beginning of each meeting**

Learning Activities

1. **Discussions and journal writing** (topics related to the character trait of the month)
2. **Well-Dressed Wednesdays**
3. **"Dear Young Woman" by Britta B.**
4. **Queen's Stance/Credo will be recited during the beginning of each meeting**
5. **Invite Life Coach/Martials Arts Instructor (community member) to do a one-day workshop teaching Queens about Self-Discipline**
6. **Role play and/or real life scenarios**
7. **Watch Motivational video--Discipline**
8. **"Do the Right Thing:" Self-discipline video**
9. **Kings & Queens Community Bingo:**

7 WE ARE LEARNING ABOUT KINDNESS WHICH MEANS

- **Being considerate, courteous, helpful, and understanding of others**
- **Showing care, compassion, friendship, and generosity**
- **Treating others as you would like to be treated**

Learning Intentions

Students will learn:

- **How to show compassion/empathy for individuals in need and express empathy when people are excluded or mistreated because of their identities (Expressing concern when they experience bias)**
  - ° Compassion
  - ° Empathy
  - ° Identity
- **Ways to give back and serve others that are less fortunate. Students will learn what acts of humanitarianism are and how to contribute to a local charity for people who are experiencing homelessness or other challenging life experiences.**
  - ° Service
  - ° Humanitarianism
  - ° Community
  - ° Charity
  - ° Altruistic
- **How to demonstrate generosity within their school and community**
- **The importance of understanding and applying the Golden Rule to life situations**
  - ° Generosity
  - ° Helpful
  - ° Golden Rule: Treat others the way you want to be treated yourself

Success Criteria (observable and measurable)

Students will:

- **Identify ways to demonstrate kindness toward others**
- **Demonstrate acts of Humanitarianism**
- **Show respect for all people, in and outside the classroom**

Learning Activities

- **Watch video Pay it Forward**
  - ° Role play during Queen meeting
  - ° Participate in a community service project
  - ° Acts of Service/Community Service Project
  - ° School-wide Penny Drive in October to support a family (or families) in need during the holiday season
  - ° Actively seek opportunities to commit acts of service and pay goodness forward
  - ° Hold doors open for someone coming behind you
  - ° Remember to say "Please" and "Thank you"
  - ° Please watch the video U.N.I.T.Y ~ Queen Latifah and discuss
  - ° Hold an Etiquette Class/Dinner for QUEENS students

8 WE ARE LEARNING ABOUT GOOD JUDGEMENT WHICH MEANS

- **Choosing worthy goals and setting meaningful priorities**
- **Thinking through the consequences of your choices and actions**
- **How to make goals and stick with them while focusing on the desired end result**
  ° Goals ° Focus ° Leadership ° Results
- **The importance of taking inventory of their skills and abilities, while accentuating the positive and reflecting on areas of growth**
  ° Priorities ° Reflection ° Feedback

Learning Intentions

Students will learn:

- **To accept their mistakes. QUEENS are self-aware and able to take responsibility for their mistakes and to take negative feedback when required**
  ° Responsibility ° Mistakes ° Choice

Success Criteria (observable and measurable)

Students will:

- **Learn about safety, entrepreneurship and the power of financial freedom**
- **Learn what it means to be a "Queen" - the position, rank, and power of a Queen within their community/environment**
- **Receive general feedback from teachers and administrators regarding good judgement/ good choices that are made when faced with a challenging situation**
- **Participate in unifying and community-building activities with We Are QUEENS to achieve success while supporting one another**
- **Develop practical steps for achieving a set long- or short-term goal (personal or academic)**
- **Learn to reflect on and reframe their past mistakes or obstacles into opportunities for learning**

Learning Activities

1. **Seek guest speakers (who are able to speak on the character trait for the month)**
   ° Judge, police officer, lawyer
   ° Black entrepreneurship
   ° Money management/financial freedom
   - Video: **BrainPOP 5 minute lesson on budgeting**
2. **Set attainable short-, intermediate- and long-term goals and allow QUEENS to track their progress toward meeting their goal(s)**
   ° Video: **Setting SMART Goals**
   ° Choose an individual goal and develop a short plan for achieving the desired goal
3. **Character Trait report card**
4. **Recite Queen's daily affirmations and participate in mentorships with other QUEEN students in the school and High School QUEENS**
5. **Video: "Giving Up is the Birthplace of Regrets"**
   ° Watch the video and allow students to share their responses through a **brainwriting activity**
   ° After students share their responses, guide students in determining one goal that they would like to work on (short- or long-term) and steps that can be taken to work toward accomplishing the goal(s)
6. **Flip Activity: Students will make a list of their past mistakes or obstacles, then work individually or in a group to think about ways to reframe them as opportunities for learning**

9 WE ARE LEARNING ABOUT RESPECT WHICH MEANS

- **Acting with tolerance, courtesy, and dignity toward one another**
- **Understanding that all people have value as human beings**
- **How to de-escalate hostile and/or challenging situations**
  ° Understanding ° Patience ° Empathy
  ° Conflict resolution
- **How to respect others' belongings, time and space**
  ° Value ° Boundaries ° Care

Learning Intentions

Students will learn:

- **How to appropriately greet people in various settings and situations**
  ° Appreciation ° Consideration ° Esteem

Success Criteria (observable and measurable)

Students will:

- **Give and respond to verbal greetings appropriately (Students will also learn the importance of using greetings for specific settings and situations, keeping in mind students' cultural identities)**
- **Learn how to handle hostile and/or challenging situations**
- **Respect others' property, space and boundaries**
- **Reflect on ways that respect can be shown to oneself and carrying oneself with excellence and royalty**
- **Discuss the importance of self-love and positive self-talk**

Learning Activities

1. **"Hello, how are you?", "Have a great day." "Please" and "Thank you"**
2. **Practice giving a firm handshake**
3. **Practice active listening through role-playing scenarios**
   ° Watch short clip: **Active Listening Olympics (Effective Communication)**
4. **Practice conflict management/resolution strategies (Role-playing)**
   ° **KidsHealth:** Role Playing, scenarios and lesson plan
   ° Video: **How miscommunication happens (and how to avoid it)**
   ° **Conflict resolution curriculum** for middle school students
   ° **Six conflict resolution tips to use in the classroom**
   ° **Conflict Resolution Activities for Middle School Skill-Building (Curriculum)**
5. **Develop and practice a script that can be used when interacting with authority figures during hostile and/or dangerous situations (at varying levels--teacher, principal, parent, police officer)**
6. **Do not deface school property (i.e. writing on desks and school furniture, learning to leave some space between people while standing in line to respect others' boundaries**
   ° Brainstorm about ways to restore and beautify school or classroom property that have been defaced
7. **Develop and share effective communication strategies**
   ° Video: **Six Tips for Active Listening**

cont'

9 WE ARE LEARNING ABOUT RESPECT WHICH MEANS

cont'

8. **Write a letter to their future about what it means to be a Queen and then plan on reopening them at the end of the academic year, at the final Queens celebration. Points to think about include:**
   - What is your life like at the moment?
   - Future goals--Short and long-term
   - What does it mean to be a Queen?
   - Do you consider yourself a Queen--why or why not?
   - Students may also choose to use **https://www.futureme.org/** to write their letters
9. **Video: "Hair Love": Tells the story of a father who learns how to care for his daughter's hair and teaches her confidence, self-love, and empathy**
   - Facilitate a brief discussion using this resource: **https://mayasbooknook.com/2019/05/11/beyond-the-book-hair-love/**
   - Supplement the discussion with a **short clip** from "The Real" talk show, where hosts discuss whether Black celebrities' are obligated to serve as role models for Black hair
10. **Video: Recoiled: Tells the story of remaining true to who you are and learning to appreciate who you are**

"WE NEED YOU TO ROLL UP YOUR SLEEVES. WE NEED TO GET TO WORK. BECAUSE REMEMBER THIS: WHEN THEY GO LOW, WE GO HIGH.

- Michelle Obama

12 WE ARE LEARNING ABOUT RESPONSIBILITY WHICH MEANS

- **Being dependable in carrying out obligations and duties**
- **Showing reliability and consistency in words and conduct**
- **Being accountable for your own choices and actions**
- **Remaining committed to active involvement in your community**

Learning Intentions

Students will learn:

- **How to take responsibility for their actions**
  - ° Responsibility (character trait)
  - ° Duty ° Behavior
  - ° Action ° Consequence
- **Why it is important to remain ethical, to the best of their ability, in challenging situations**
  - ° Ethical ° Conduct
  - ° Commitment ° Courage
- **To understand the difference between right and wrong behavior, and the consequences of those choices**
  - ° Misconduct ° Bullying ° Choice

Success Criteria (observable and measurable)

Students will:

Use *key vocabulary during activities and discussions about self-discipline.

- **Recognize their own responsibility to stand up to exclusion, prejudice, oppression, discrimination and injustice**
- **Describe their role and responsibility when witnessing unfair treatment toward others**
- **Provide feedback about personal feelings related to human differences and/or diversity**
- **Discuss the qualities, responsibilities, and impact of role models**

Learning Activities

1. **Students will write key vocabulary words and definitions in their journals while actively engaged in activities and discussions**
2. **Standard 17 Scenario (Link to Activity)**
3. **Standard 12 Scenario (Link to Activity)**
4. **Students independently read each question provided (see links for Standard 17 and 12 above) related to the scenario and record an honest answer. Students should be prepared to actively participate in a group discussion about their responses.**
5. **Does Cardi B Have a Responsibility to be a Role Model for Kids?**
6. **Video: Why Role Models Matter**
7. **Video: Why Representation Matters featuring Dr. Elizabeth Wayne**
8. **Video: Charles Barkley is Not a Role Model**
9. **After watching one (or all) of the videos, divide students into smaller groups to discuss their responses to the following questions**
   - ° What did you think about what was shared in the video? Do you agree or disagree? Why?
   - ° Do you think that celebrities are role models? Explain why or why not?
   - ° What are qualities of a good role model?
10. **Discuss students' responses in the larger group and have students prepare a final list of qualities that good role models possess**
11. **Guide students in identifying positive role models in their own lives**

13 WE ARE LEARNING ABOUT INTEGRITY WHICH MEANS

- **Having the inner strength to be truthful, trustworthy, and honest in all things**
- **Acting justly and honorably**

Learning Intentions

Students will learn:

- **To be honest with themselves and others**
  - ° Honesty ° Truthful
- **How to take ownership/accountability for their mistakes.** *(Justice Anchor Standard #12)*

Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional level (e.g., discrimination.)

- ° Integrity ° Respect ° Trust
- ° Identity ° Values ° Accountability

- **The importance of honoring their commitments**
  - ° Beliefs ° Commitment
  - ° Standards ° Honor

Success Criteria (observable and measurable)

Students will:

- **Reflect on the positive and negative impact of maintaining a sense of integrity**
- **Complete the Self-Assessment (Anchor Standard 18 --see Learning Activities) which focuses on integrity and honesty**
- **Define and articulate the impact of perpetuating stereotypes, prejudice and bias in and out of the classroom**
- **Share their experiences with the class with dealing with stereotypes, prejudice and implicit bias**
- **Students will complete the valuing diversity self-assessment included in Diversity Standard Activity 6**
- **Students will use this activity to learn more about how they see themselves in relation to others in their lives**

Learning Activities

1. **Watch the Integrity Clip and be prepared to discuss with the group**
2. **Complete the "Are You Honest?" activity and discuss students' responses to the scenarios.**
3. **Students may also complete a free-write/ journal entry about their response to the clip**
4. **Standard 18 Scenario (Link to Activity)**
5. **Whole-group discussion about the impact of perpetuating stereotypes, prejudice and bias**
   - ° Video: Gender Roles and Stereotypes
   - ° Video: Because I'm Latino, I Can't Have Money (Kids Views on Race)
   - ° Video: Kids Speak Their Minds on Race (CNN)
6. **Facilitate a whole group discussion about the impact of stereotypes, prejudice and bias, focusing on their effects on students' lives**
7. **Diversity Standard 6 Activity: (Link to Activity) Review Scenario 1 included and be prepared to discuss as a group**
8. **What is Your Social Atom? Use this activity to learn about social networks and the importance of having social support and connection to others**

14 WE ARE LEARNING ABOUT COURAGE WHICH MEANS

- **Having the determination to do the right thing even when others do not**
- **The strength to follow your conscience rather than the crowd**
- **Attempting to do challenging things that are worthwhile**

Learning Intentions

Students will learn:

- **The importance of remaining ethical, to the best of their ability, in challenging situations**
  - ° Commitment ° Courage ° Ethical
- **The importance of following school rules pertaining to peer and adult interaction**
  - ° Conduct Codes ° Responsibility
  - ° Expectations ° Respect
- **The importance of respecting others' differences**
  - ° Diversity ° Difference ° Stereotypes
  - ° Tolerance ° Acceptance

Success Criteria (observable and measurable)

Students will:

- **Learn to speak and act confidently against words and acts of bias**
- **Learn how to speak up for someone who is being bullied or being spoken to in a condescending way**
- **Learn about the different cultures that are present in their school**

Learning Activities

1. **As a group, complete Action Activity Standard 18 (Link to Activity)**
2. **Video: The Only Kids That Disrespect Me Are Black Kids**
   - ° In small groups, students should discuss their thoughts on the video
   - ° In the larger group, the Coordinator should prepare to gather students' responses and facilitate additional discussion about the video
3. **Video: A Mission to Empower Black Women and Girls**
   - ° Coordinator should prepare to facilitate a brief discussion about students' responses to the video
   - ° Have students draft their own social media messages to young women of color (students may choose to write a message specifically to young women from the racial/ethnic/SES group that they identify with
   - ° For example, they may choose to write a letter to young Latinx women, etc.)
   - ° The messages should be created as social media posts (any platform is fine) and compiled a keepsake
   - ° Encourage Queens to use images to accompany the messages that they write. It may also be shared during a recognition ceremony

15 WE ARE LEARNING ABOUT PERSEVERANCE WHICH MEANS

- **Being persistent in the pursuit of meaningful objectives in spite of difficulty, opposition, or discouragement**
- **Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures**

Learning Intentions

Students will learn:

- **Students will understand the difference between right and wrong behavior**
  - ° Responsibility ° Misconduct ° Bullying
  - ° Behavior ° Action
- **Demonstrate their ability to persevere through challenges by problem solving**
  - ° Goals ° Perseverance
  - ° Problem-solving
- **Will apply positive self-talk as a means of developing confidence when faced with adversity**
  - ° Adversity ° Challenge
  - ° Problem-solving
- **Will understand the importance of patience when working on a difficult task**
  - ° Commitment ° Hopeless
  - ° Obstacle ° Pursue

Success Criteria (observable and measurable)

Students will:

- **Reflect on the importance of positive self-talk when striving to achieve a goal or dream**
- **Create and act out skits that demonstrate perseverance**

Learning Activities

1. **Complete Anchor Standard #20 (Link to Activity)**
   - ° Students should complete the Perseverance questionnaire included in the activity and be prepared to discuss in small and/or large groups
2. **Video: Perseverance Clip #1 Pursuit of Happyness**
   - ° Individually: Have students create a list of at least three (3) positive affirmations. Students should be prepared to share with the entire group.
3. **Extension: Select clips from the film "Pursuit of Happyness" if full access to the film is available or watch clips via YouTube or other free streaming platforms**
   - ° Small groups: Assign one question from the Pursuit of Happyness viewing guide and have each group discuss their response
   - ° While in groups, guide students in creating a list of at least three (3) lessons that they learned and would share with other students. These lessons should be written on individual index cards or combined on one piece of construction paper.
   - ° Whole group: Have students share their small group responses. Collect students' list of lessons learned and display them around the room for future reference.
4. **Video: Perseverance Clip #2 ~ Rudy**
5. **Activity: In small groups, in small group students will write a short script for a skit that demonstrates what it means to persevere**
   - ° Students should be prepared to present their skits to the larger group
6. **Extension: Select clips from the film "Rudy" if full access to the film is available or watch clips via YouTube or other free streaming platforms**

cont'

15 WE ARE LEARNING ABOUT PERSEVERANCE WHICH MEANS

cont'

7. Small groups: Assign one question from the Rudy viewing guide and have each group discuss their response
8. While in groups, Coordinators should guide students in creating a list of at least three (3) lessons that they learned and would share with other students. These lessons should be written on individual index cards or combined on one piece of construction paper.
9. Whole group: Have students share their small group responses. Collect students' list of lessons learned and display them around the room for future reference.

"NEVER UNDERESTIMATE THE POWER OF DREAMS AND THE INFLUENCE OF THE HUMAN SPIRIT. WE ARE ALL THE SAME IN THIS NOTION: THE POTENTIAL FOR GREATNESS LIVES WITHIN EACH OF US.

- Wilma Rudolph

DEAR QUEEN,

THIS LETTER IS FOR YOU

As a reminder that you truly embody the essence of what it means to be a queen, in the purest and most beautiful way. Strength, courage, humility and elegance are within you and may they always be cultivated by the love, power and peace of your family and community. May you always be affirmed and nurtured as you continue to change the spaces that you are in. There are a multitude of forces that you are wrestling against as girls of color in this society. From systemic racism and body negativity, to oppression and colorism, at times it can become overwhelming and challenging to make sense of it. Through it all, know that you are seen. You are protected. You are heard. You are loved. Your brilliance is unmatched and your light shines brightly. May no circumstance or person cause you to dim your light. Be inspired to help another queen shine brighter, stand taller and with a straightened crown. As you navigate the world around you, go boldly and fearlessly in the direction of your purpose, dreams and necessary change. In all of your beauty, grace and fortitude, there is a queen in you, speak to her and wear your crown proudly.

18 WE ARE LEARNING ABOUT CITIZENSHIP WHICH MEANS

- **Serving a community by assuming the duties, rights, and privileges of belonging to the community**
- **Actively seeking ways to serve, connect and engage with the community**

Learning Intentions

Students will learn:

- **Learn the importance of citizenship and meaningful ways to serve within their communities**
  - Community
  - Service
  - Altruism
  - Sense of Belonging
- **How to be an active and engaged member of their community**
  - Laws
  - Duties
  - Rights
  - Privileges
- **How individual actions impact community members (actions have consequences for us and others)**
  - Considerate
  - Reflect
  - Understanding
  - Impact

Success Criteria (observable and measurable)

Students will:

- **Learn the importance of assuming the duties, rights, and privileges of belonging to a community (classroom, school, home, city, etc)**
- **Learn how to ask for help and work with others to complete tasks; the power of collaboration and teamwork**
- **Learn the importance of starting tasks and completing them with excellence**

Learning Activities

- **Coordinator review: Citizen Me**
- **Review Nearpod Citizenship presentation: https://nearpod.com/t/L38957757**
  - Use the presentation as a template and guide to facilitate student discussion about what it means to be a citizen
- **Resource: Character Counts Citizenship Lesson**
  - Select one activity from the Character Counts guide (linked above) for the group to complete individually and/or as a group
- **Participate in large Group activities**
  - Community-building activities to show leadership, teamwork and strategizing
  - Resource: 10 Powerful Community Building Ideas
- **Develop Peer Support groups around different topics (bullying, goal-setting, time management, developing healthy relationships, etc.)**
- **Participate in physical activities such as Flag Football, Kickball, Basketball to build community with other We Are KINGS/QUEENS students and groups. This will be organized by the Site Coordinator in advance**
- **Consistency in demonstrating leadership as a We Are QUEENS member**
- **Memorizing the CREED**
- **Record attendance/participation in meetings, community service events and positive school involvement**

SUPPLEMENTAL RESOURCES

- The Teaching Tolerance Anti-Bias Framework (learningforjustice.org)
- Noonan & Gaumer Erickson's College & Career Competency Framework
- Video: "The Big Chop": Focuses on self-acceptance and expanding perceptions of beauty.
- Growing Leaders-Ready for Life: Activities for teens to help them discover the importance of character in becoming a leader.
- Building Student Character: EducationWorld provides a list of activities to help students build character in multiple areas.
- Video: "Scarlett": Tells the story of a young girl who has lost her leg due to Ewing Sarcoma and how she overcomes the challenges in her life.
- Video: "Substance": A short film by Jamaal Bradley about the effects of substance abuse and how a young girl uses her power and influence to impact her family in a positive way.
- Video: "Perspectives with Tashara Parker": News anchor Tashara Parker shares her views on courageously wearing her hair naturally in the workplace and redefining what it means to be professional.
- Video: The Real "Let's Talk About Race": The Real Daytime hosts discuss their experiences with race and overcoming various challenges.
- Video: Defining Latino: Young People Talk Identity, Belonging: Young people share their perspectives and experiences with race and identity as people of Latinx heritage.
- Video: My Identity as a Superpower: Actress and activist America Ferrera shares her experiences with race and Hollywood as a Latina woman.
- Video: Get Comfortable with Being Uncomfortable: Writer, activist and professional troublemaker, Luvvie Ajayi Jones shares words of wisdom about taking chances.
- Character Education (Responsibility): A short lesson that allows students to explore what it means to be responsible. Includes additional book suggestions and activities.
- Video: "Ain't I A Woman?": Joy Buolamwini shares a spoken word piece about the ways that science, specifically artificial intelligence often misinterprets the faces of Black people, especially women.
- Video: Black*ish*: "Babes in Boyland: After posting a video on her Instagram, Diane tells her parents Bow and Dre that she feels that they are treating her differently because she is a girl.
- Song: "Brown Skin Girl": by Beyonce, Blue Ivy, SAINt JHN and WizKiD (The Lion King Soundtrack)
- Video: Amanda Gorman: Amanda Gorman, the first African American Youth Poet Laureate, tells her story of paving the way for other girls and being rooted in her identity.
- Video: The Danger of a Single Story: Writer and activist Chimamanda Ngozi Adichie shares how she found her authentic voice and pride in her culture, and how having only one perspective can be dangerous and lead to misunderstandings.
- Video: The Power of Name: Actress Uzo Aduba shares her experience with teaching others how to pronounce her name correctly and feelings of empowerment and pride that comes with that.
- Video: Becoming a Leader: Michelle Obama shares tips about what it takes for Black and Brown girls to become leaders.
- Video: Kids on Race: Middle school kids share their experiences with navigating school and the world around them as their respective identities.

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