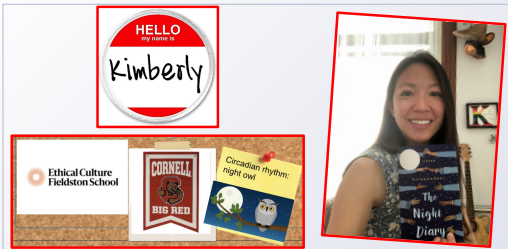


Building a Culture of Belonging

The Kinship Curriculum

July 8, 2021

Kimberly Tan



Voice and Choice!



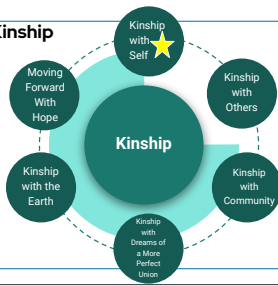
© Calveria Learning 2021 v2

Our Goals Today

- **See** the different levels of Kinship
- **Understand** how kinship fits into our teaching and this time in history
- **Try** a “Messy Problems” activity
- **Challenge** ourselves to see the kinship connection



Levels of Kinship



© Caldecott Learning 2021 v3

What is Kinship?

“Kin” refers to those related by blood or family. If we operate in the “spirit of kinship,” this can mean thinking and acting in ways that elevate our common goals or interests and a feeling of being connected.

This relates to Micro’s HEART Strand - a proactive effort that ensures all children have the sense of belonging to and being responsible for their community.

H E A R T	<p>Humans Collective of humanity - our sense of belonging and being responsible for it and for each other.</p>	<p>Examples Visit the library, stay true to little kids, second-hand store, donations, fund raising for certain causes.</p>
	<p>Ethics Development of ethics - a capacity for moral judgment that enables us to act right from wrong.</p>	<p>Examples Research the non-profit, organize lectures by outside organizations that are helpful, share your ideas, receive student feedback, create student networks, organize discussion sessions on issues of ethics, creating lists of free space, not returning an item that was found.</p>
	<p>Activities Participating in activities - the capacity to practice evidence, harmony, and beauty, to recognize those qualities in our lives and in others, and to increase their presence in our environment.</p>	<p>Examples Design and work on a beautification project for the school grounds, display art gallery with special objects, send messages to groups to stay at local hospital or nursing home, design and publish book of questions about local flora, give flowers to give out on special occasions.</p>
	<p>Reflection, Research, Research, Responsibility Reflection: Ability to think back on the consequences of our actions and choices to make, together assessed, and policies implemented. Research: To look someone or something up to get more info. Research: Using the ability to think clearly and rationally about the good of all citizens. Responsibility: Being accountable for our own actions and work, but for all members of the community.</p>	<p>Examples Get up models or books reflecting current events, set up committees to help raise money for various causes, organize support for literacy, sponsor a cultural festival, start a Big Green! Garden organization for students or different cultures.</p>
	<p>Trust Feeling to trust in ourselves, in one another, and in the community.</p>	<p>Examples Get all students together for new students, supervise an event where teachers discuss what they have learned from participating, or start a oral program with students from another region or region of the country.</p>

H

Humanity

Cultivation of humanity – our sense of belonging to the community and taking responsibility for it and for each other.

Examples

Visit the elderly, story time to little kids, second-hand store, donations, fund raising for certain causes

E

Ethics

Development of ethics – a capacity for moral judgment that enables us to tell right from wrong

Examples

Research the rain forest, organize lectures by outside organizations that are helping, study court cases, review student produced literature, review textbooks, sponsor discussion sessions on issues of ethics – cheating, limits of free speech, not returning an item that was found

A

Aesthetics

Nurturing of Aesthetic awareness – the capacity to perceive balance, harmony, and beauty, to recognize those qualities in our lives and in others', and to increase their presence in our environment

Examples

Design and work on a beautification project for the school or community, develop an art gallery with special showings, send traveling music groups to play at local hospitals or nursing homes, design and publish a book of quotations about HEART issues, grow flowers to give out on special occasions

R

Reflection, Respect, Reason, Responsibility

Reflection is taking time to look back on the consequences of actions taken, decisions made, legislation enacted, and policies implemented. Respect is to hold someone or something in high or special regard. Reason is using the ability to think clearly and influence others for the good of all citizens.

Examples

Set up murals or boards reflecting school activities, set up a committee to help those physically challenged, campaign against racist behavior, sponsor a cultural fair, start a Big Sister/Big Brother organization for students of different cultures

Responsibility is being accountable for not only oneself and one's work, but for all members of the community.

T

Trust

Learning to trust in ourselves, in one another, and in the community

Examples

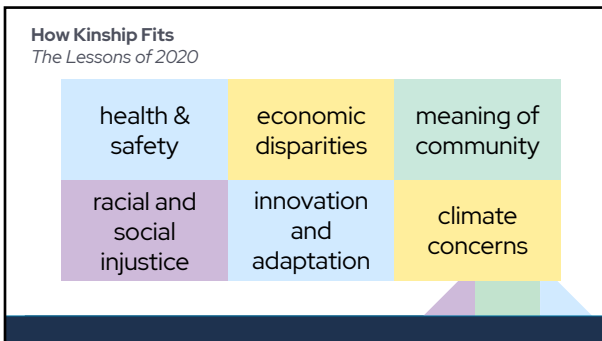
Set up a buddy system for new students, supervise an event where teachers discuss what they have learned from students during the year, start a penal program with students from another nation or region of the country.

Kinship with Self	<ul style="list-style-type: none"> Discuss the questions "Who am I?" and "What is important to me?" Develop self-awareness and social identity.
Kinship with Others	<ul style="list-style-type: none"> Create deeper social connections through improved communication. Use empathy in our decision-making and perspective-taking. Examine the qualities of our relationships. Acknowledge the role of our lived experiences in building relationships. Understand and promote diversity.
Kinship with Community	<ul style="list-style-type: none"> Evaluate the successes of our schools, communities, and societies. Define the role of values, norms, and H.E.A.R.T. in our societies. Establish a social contract to cultivate equity for all community members.
Kinship with Dreams of a More Perfect Union	<ul style="list-style-type: none"> Understand the role of power and privilege in society. Explore how freedoms and liberties can both be ensured and limited by the government. Understand the role of human emotions, tendencies, and biases in our relationships with community members.
Kinship with Earth	<ul style="list-style-type: none"> Explore qualities of being a global citizen. Examine short term versus long term goals and gains in the global context.
Moving Forward with Hope	<ul style="list-style-type: none"> Develop individual and institutional actions in MicroSociety to reduce inequalities. Explore an emphasis on collectivism versus individualism. Apply our experiences from the pandemic to improve our communities.

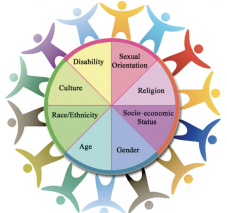
How Kinship Fits Class and Micro Time

The Kinship Connection: Bringing New Purpose to Society Building

During Classroom Time				During Common Micro Time					
Standard Reflection Questions	End of Class Peer Showouts	Morning Meeting & End of Day Circle Prompts Includes current events & real issues in school or community	Meszy Problems Related to core subject matter	Kinship Units Based on Kinship Level content and Language Arts skills	PreMicro Curriculum Before job fair Will introduce Kinship Corps & Board of Sophomores etc.	Reflection Day Weekly within organization – use Kinship Meszy Problems, Journaling, WHAT IF?	Town Hall Meetings As needed, at least one per quarter	MidMicro Curriculum 1 week Academy time midyear	Capstone Project Developed throughout year; final presentation at year end



How Kinship Fits
The Lessons of 2020



© Melanie Miles

Questions & connections we can begin to pose to our students:

- What does diversity mean to you?
- How does your identity guarantee or limit your privileges and rights?
- In MicroSociety, which kind of diversity do we rely on?
- How does diversity relate to empathy?

CHAT

Other questions/connections?

Kinship is a cross-curricular approach that helps students increase self-awareness and reorient their relationships.

We Believe That Kinship...

- is the work of **cultivating relationships - both with ourselves and with others.**
- is able to be learned, taught, and grown.
- promotes **inclusion, equity, and justice** for the citizens of our MicroSociety school and community at the personal, organizational, and cultural levels.
- is a lens through which to look at the world - **"kinship glasses"**



Trying It Out



Trying It Out

In your handouts, go to the next full page for the Messy Problems Activity.

This page left blank intentionally.

Directions for Breakout Rooms

Roles - 1 facilitator & 1 recorder

1. Have the facilitator read and present the Messy Problem. Discuss your thoughts as if you were a student. Assign a recorder to take notes and record answers. Use the Thinking Prompts as needed to help with conversation.

2. Identify through discussion the underlying issue(s). The facilitator should encourage the group to think broadly and identify issues that are not on the card.

3. If there is extra time, discuss this question: ***Is this type of issue an issue in our real world, and if so, where have we seen it? Is there an action we can take?***

Be ready to come back to the main room and share how this experience went.

Messy Problem

It was just discovered that one of our judges took a bribe. What advice can you give the government about how this should be handled? There is nothing in our constitution about this.

Optional Thinking Prompts

- What happens if a regular citizen does not adhere to the society's Core Values?
- What characteristics do you look for in a judge?
- Is anyone in the society above the law?
- Do your judges take an oath to be honest?

Underlying Issue(s):

- Government officials' adherence to society's Core Values
- The role of power and privilege

Takeaways

- Where do Messy Problems come from?
- What entry points can you imagine in your curriculum or school day for Messy Problems?



Thank you!

Questions?



17
