



## Ratchet Homeostasis: *Finding and Keeping Balance* Lesson Plan and Facilitator Guide

### *COPYRIGHT NOTICE*

Ratchet Homeostasis: Finding and keeping balance © 2022 by [Umoja Community Education Foundation](#)

To make digital or hard copies of part or all of this work for personal or classroom use is granted without fee provided that copies are not made or distributed for profit or commercial advantage and that copies bear this notice and the full citation on the first page. Copyrights for components of this work owned by others than Umoja Community Education Foundation must be honored. Abstracting with credit is permitted. To copy otherwise, to republish, to post on servers, or to redistribute to lists, requires prior specific permission and/or a fee. Request permissions from Umoja Community Education Foundation, [info@umojacommunity.org](mailto:info@umojacommunity.org)

### **APA citation:**

Umoja Community Education Foundation (2022) *Ratchet Homeostasis: Finding and Keeping Balance* [Lesson Plan and Facilitator Guide]. <http://umojacommunity.org>



## Lesson Title

### **Ratchet Homeostasis: *Finding and keeping balance***

## Description

Chapter seven of Dr. Chis Emdin's *Ratchetdemic* describes the ways that the American education system maintains the status quo through a deliberate process of "cloning," where educators and students are groomed to bend to a particular set of cultural norms and expectation. Emdin carefully demonstrates how "our education system [is] armed with rubrics, benchmarks, and standards aimed to intimidate Black youth" into relinquishing their ratchet (Emdin, 2021, pg.152). In other words, our school system aims to distill the essence of students who are ratchet or ratchetdemic, because their displays of culture and identity are seen as disruptive to the academic environment. Emdin's chapter on *Clones* reveals the homeostatic capabilities of the education system, where schools will monitor and correct the authentic ratchet traits of students in order to maintain the school's name and culture.

This lesson plan in biology uses Dr. Emdin's discussion of cloning and likens it to acid-based homeostasis in the body, specifically as it relates to blood pH. As students learn about how the pH of blood is maintained by the renal, respiratory, and acid buffering systems, they will identify and discuss the ways that school norms are maintained by policies and practices. Students will demonstrate their understanding of homeostasis and balance before deciding if they, themselves, have a set of personal buffering systems that monitor and maintain their ratchet and authenticity. If schools are disrupting students' ratchet equilibrium by attempting to make "clones" out of them, how will students create their own homeostatic systems to ensure that their "authenticity pH? is always balanced?

In this lesson plan, students will

- Draw connections between the *Ratchetdemic* text and their own experiences in the learning segment "Back to the Ratchet"
- Practice communal learning around the body's responses to acidic or basic levels of hydrogen in the learning segment "System Synopsis"
- Think critically by defining the figures of pH (acidity, alkalinity, and balance) and make analogous comparisons to figures of authenticity (i.e., "cloned," "ratchet," "authentic") in the learning segment "The Basics"
- Design an "authenticity pH," a figure that will be used to express the state and distance one might be from their balanced, authentic self in the learning segment "Ratchet Homeostasis"
- Engage in playful demonstration of their understanding of both acid-based homeostasis and ratchet homeostasis in the learning segment "Balancing Act"



## Curriculum Area/ Skill Development

Note disciplines and/or curricular areas the learning experience is primarily designed for. Identify any specific skills/competencies that will be demonstrated and/or mastered

**Curriculum Areas:** Biology, Physiology

*This lesson can also be adapted for Algebra and Chemistry by likening the students' balancing of authenticity to the act of balancing equations or converting formulas. Connect with Umoja Curriculum to learn more.*

**Skills Developed:** Sankofa, critical thinking, interpersonal skills, cultural navigation, and analysis

## What We Know About the Learners

Summarize what is known about the learners for whom you are creating the lesson.

It is anticipated that the learners will be primarily Umoja students who are participating in Umoja programming and statewide gatherings. Instructors and learners who are not part of the Umoja community may be unfamiliar with language and practices of the Umoja Community Education Foundation. Consider reviewing the [Umoja Practices](#), (independently or with your students) before beginning the learning segments, with an added emphasis on:

- a. Acceleration...
- b. Mattering
- c. Encircling Diversity

...to help underscore that

- a. You are committed to making STEM/Biology relatable so that more students can understand concepts more deeply and clearly. "Ratchet Homeostasis" does this while demonstrating to students that
- b. Their experiences, identity, and freedom matter and they must be affirmed with urgency because
- c. Cultural domination is outdated! We need to embrace our "ratchet" as a resource for finding new ways to understand science!

It is expected that the learners will have access to the *Ratchetdemic* book and/or are reading the book as part of their learning experience. It is also expected that students will draw very personal connections to race and culture when discussing their understandings of language chapter 7 of Dr. Emdin's text, *Clones*. You should be mindful to create pauses in between student voices when something personal or hurtful is recalled. If the discussions with your students become muddled with race talk in a way that is diverting from the focus of protecting ratchet identity, redirect the mbongi (the classroom) to the following passage and have a student read it aloud. Repeat as needed

*...we (all people) "all got some ratchet in us." In other words, everyone has a piece of who they are that reflects a raw element of their authentic self they are forced to hide for the sake of*



*acceptance. The issue is that some folks have to hide just about all of who they are while others can express themselves more freely because their ratchet is normalized. (Emdin, 2021, p.68)*

Students should have had a learning experience related to biology or physiology prior to this lesson. Students should have some prior knowledge of the respiratory system, renal system, cellular respiration, negative feedback loops, homeostasis, and molecular bonds.

It is recommended that this lesson is carried out over the course of 1 week.

### **Objectives and Alignment to Umoja Curriculum Goals**

Select the goal and objectives that the curriculum is aligned to. The experience should align to at least one goal/objective.

<b>Objective</b>	<b>Alignment to Umoja Curriculum Goals</b>
OBJ 1: Students will describe the essential parts of their authentic selves	Goal1, Obj 2
OBJ 2: Students will identify ways to maintain their authentic selves in spaces of high influence	Goal 4, Obj 1
OBJ 3: Distinguish the essential systems that monitor and maintain pH in the blood	Goal 3, Obj 1, Obj 2
OBJ 4: Recognize the body’s physiological reactions to both high and low hydrogen levels	Goal 3, Obj 1, Obj 2

### **Alignment to Umoja Curriculum Goals**

Select the goal and objectives that the learning objectives are aligned to. The experience should align to at least one Umoja Curriculum goal/objective.

GOAL 1: Affirm Pan-African racial and cultural identities

- OBJECTIVE 1: To develop a shared language and understanding
- OBJECTIVE 2: To generate a shared purpose and vision related to agency and identity

GOAL 2: Prepare the scholar for learning African-centered content

- OBJECTIVE 1: To construct a view informed by African-centered content where the learner is the subject not the object
- OBJECTIVE 2: To create relevant, current knowledge collaboratively with others
- OBJECTIVE 3: To locate oneself within the African-centered framework

GOAL 3: Become interdependent, communal, and scholarly learners

- OBJECTIVE 1: To create cultural and navigational capital
- OBJECTIVE 2: To participate in the Umoja learning community
- OBJECTIVE 3: To demonstrate a standard of Black Excellence



GOAL 4: Empowered as change agents in their families, campuses, and communities:

- OBJECTIVE 1: To develop leadership skills and capabilities
- OBJECTIVE 2: To engage with institution and community

## Language

- Cloning
  - A process in which one tries to make certain students into replicas of other types of students
    - Emdin, C. (2021). *Ratchetdemic*. Beacon Press, Boston. (p.52)
- Ratchet/Ratchetedness
  - The embodying of all “negative” characteristics associated with lowbrow culture. Characteristics thought to be possessed by backward people of particular ethnic, racial, or socioeconomic status. Identified by ways of talk, dress, and overall disposition outside of societally established norms.
    - Emdin, C. (2021). *Ratchetdemic: Reimagining academic success*. Beacon Press, Boston. (p. 52)
- Authentic
  - Original. Genuine. The opposite of a clone or counterfeit.
  - Natural and essential qualities of one’s culture that show up in the way we know and do things.
    - Nobles, W.W. (1997) To Be African or Not To Be: The Question of Identity or Authenticity – Some Preliminary Thoughts. In Reginald Jones (ed) *African American Identity Development: Theory, Research and Intervention*.
- Sankofa
  - An Akan symbol representing the quest for knowledge.
  - The Akan word *Sankofa* means “it is not taboo to fetch what is at risk of being left behind
- Maintain
  - Prevent changes
  - Avoid disruption
- Survival
  - Life dependency: 7.4 pH in blood solutions is required for enzyme function and survival
  - To dodge the tactics of cloning and remain authentic through affirmation and empowerment of a racial, cultural, or social group
    - Kambon, K. K. K., PhD., & Bowen-Reid, T. (2010). Theories of African American personality: Classification, basic constructs and empirical Predictions/Assessment. *The Journal of Pan African Studies (Online)*, 3(8), 83-108



## Uplifted Umoja Practices

- Acceleration...Math and Science (achieve the “AHA!” moment in science and math)
- Live Learning (having fun and being creative with how we present and retain information)
- Encircling Diversity (remembering that our variety is our strength, and taking pride in it)
- Ethic of Love (self-love radiates outward! Communal love radiates inward! We need our ratchets!)

## The Mbongi

Excavation of the self requires a variable amount of time and consideration, especially as learners practice naming the most valuable aspects of identity and authenticity. These types of lessons may be more impactful when they are done in-person, where the relational and communal aspects of learning can be felt with all the senses. If doing this lesson virtually, consider strategies that will give learners time to reflect and process their thoughts and memories, for example, consider breaking up the lesson into smaller modules, use journaling and writing prompts to help with memory recall, and consider incorporating small group discussions so students have a greater opportunity to share and make connections with others.

### In- person Learning Space

Learning space will consist of a room that will allow for small group activities. Desks or tables should be arranged to allow teams of learners to work together, engage in discussions, and share resources.

- Whiteboards and/or chart paper should be available to encourage idea generation and documentation.
- Resources should be available in both print and interactive form to support learners’ preferences.
- If external space outside of the primary learning space is available (i.e., other room, outside, etc.) learners are encouraged to use that space for small group activities.

### Virtual Learning Spaces (Hybrid/Hyflex/Online):

Learning space will consist of a virtual meeting room that will allow for small group breakouts, verbal communications, text chats, file sharing, screen sharing, and polling. Participants will be encouraged to turn on their cameras during the session to build community and engagement as well as to allow for non-verbal communication in large and small groups.

- Both verbal and text chats will be used during the session to allow multiple ways to participate.
- Session resources will be made available online. Links to the resources will be included in the text chat.
- Participants will be given the opportunity to engage with interactive data resources during the session.
- Interactive resources will be integrated to support learning experiences and as examples
- For small group activities, the use of breakout rooms or separate virtual spaces are encouraged.



## Community Knowledge Building

### Live Learning Engagement Strategy and Outline

Learning Segment	Alignment to Learning Objectives	Facilitation Strategies	Learning Activities and Practice	Feedback and Progress Assessment	Learning Resources	Learning Styles Addressed
1. Acknowledging the Umoja Practices, Sankofa, and Critical Thinking	O1, O1	Presentation and discussion of the Umoja Practices to be used during this lesson	Students will popcorn read the Umoja emphasized Umoja Practices and the learning objectives	Check for understanding and relevance. Take note of questions and remarks, which may be helpful in later discussions	<ul style="list-style-type: none"> <li>• Umoja Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Auditory learners</li> <li>• Visual learners</li> </ul>
2. Back to the Ratchet	O2, O	Use media and dialogue to help students identify their experience with cloning	Students are watching and analyzing videos to practice making connections to Dr. Emdin's text on cloning		<ul style="list-style-type: none"> <li>• Projection of Music Video</li> <li>• Ratchetdemic (2021) by Dr. Chris Emdin, Chapter 7</li> <li>• Projection of cartoon snippet</li> </ul>	<ul style="list-style-type: none"> <li>• Auditory learners</li> <li>• Visual Learners</li> <li>• Verbal Learners</li> <li>• interpersonal learners</li> </ul>



Learning Segment	Alignment to Learning Objectives	Facilitation Strategies	Learning Activities and Practice	Feedback and Progress Assessment	Learning Resources	Learning Styles Addressed
3. Systems Synopsis	G3, O3	Facilitate knowledge building with students, and support them in finding quality resources for independent and communal study	Students will work in small groups to seek and share information on how blood pH is monitored by the buffering, respiratory, and renal systems	Students provide learning resources for homeostasis and that the detail the body's is process for monitoring itself against unwanted changes or negative feedback.	-	<ul style="list-style-type: none"> <li>• Auditory learners</li> <li>• Visual Learners</li> <li>• Verbal Learners</li> <li>• Interpersonal learners</li> <li>• Logical learners</li> </ul>
4. The Basics		This is an opportunity for students to practice meaning making	Students will create and unpack mind maps to understand and unpack what it means to be balanced and in equilibrium both ratchetedemics and as human beings	Use this conversation to further drive home the importance of homeostasis: in the blood, within organized systems, and within one's authentic self.	Utilize either: <ul style="list-style-type: none"> <li>• A whiteboard</li> <li>• Google Jamboard</li> <li>• Padlet.com</li> <li>• Sticky notes</li> </ul>	<ul style="list-style-type: none"> <li>• Visual Learners</li> <li>• Verbal Learners</li> <li>• Intrapersonal learners</li> </ul>
5. Ratchet Homeostasis	O1, O2, O3, O4	Provide a short comparison between acid-based homeostasis and ratchet homeostasis and help students identify a healthy	Students describe the traits that determine their authentic selves, and then name the support systems and behaviors that maintain their authenticity pH.	Students describe what THEY NEED and affirm their identities.	<ul style="list-style-type: none"> <li>• Share Buffering System Video: <a href="https://youtu.be/2NANfmqZ6G">https://youtu.be/2NANfmqZ6G</a></li> <li>• Share Sankofa Project Video: <a href="https://youtu.be/_fr2cX6xUYg">https://youtu.be/_fr2cX6xUYg</a></li> <li>• Kahoot Game: <a href="https://create.kahoot.it/my-library/kahoots/drafts">https://create.kahoot.it/my-library/kahoots/drafts</a></li> </ul>	<ul style="list-style-type: none"> <li>• Reflective and Intrapersonal learners</li> <li>• Visual Learners</li> <li>• Verbal Learners</li> </ul>



Learning Segment	Alignment to Learning Objectives	Facilitation Strategies	Learning Activities and Practice	Feedback and Progress Assessment	Learning Resources	Learning Styles Addressed
		range for their authenticity				<ul style="list-style-type: none"> <li>• Interpersonal learners</li> </ul>
6. Balancing Act – Spin the Wheel		Provide opportunities for students to demonstrate confidence and mastery in the subject matter	Students will spin the wheel of “Environmental Changes” and land in a scenario where they’ll describe their pH, and what homeostatic processes will occur.	Students will find their way back to balance using any of the systems discussed in the learning experience.	Visit pickerwheel.com to make a quick and simple “spin-the-wheel” for this activity.	<ul style="list-style-type: none"> <li>• Visual Learners</li> <li>• Verbal Learners</li> <li>• Intrapersonal learners</li> <li>• Social learners</li> </ul>
7. Closing		Help students wrap up the learning experience with reflective discussion to close the experience.	Students will demonstrate their understanding and comfort in an informal and brief discussion.	Students are using language acquired during the learning experience to explain the concepts.	-	<ul style="list-style-type: none"> <li>• Verbal learners</li> <li>• Social learners</li> <li>• Reflective learners</li> </ul>



## Summative Evaluation and Impact

### Learner Evaluation

**Level 1 Satisfaction/Feeling** measures the degree to which learners find the experience favorable, engaging, relevant: Ex word-of-mouth feedback, follow-up discussions, engagement in the word, connections, word-of-mouth feedback, reflection, and return/sharing

- Students' reactions to language, video content and intentions (segments 1 and 2)
- Students ask follow-up questions for more direction (all)
- Students display confidence when sharing out (segments 3, 4, and 5)
- Students can be heard laughing or seen smiling (all)
- Students sharing ideas (all)
- Students can be seen actively reflecting and pondering (all)

**Level 2 Learning/Understanding** measures the degree to which learners acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the experience. Level 2 Evaluations should align with the intended learning outcomes: Examples include observations, checklist, reflective writings, demonstrative activities as part of the learning experience.

- Students offer quotes or passages from *Ratchetdemic* (2021) (segment 2)
- Students can paraphrase Emdin's concept of cloning (segment 2)
- Students identify the common goal of systems in acid-based homeostasis (segment 3)
- Students can define and recognize basic and alkaline conditions based on volume of hydrogen ions (segment 3)
- Students sharing stories that connect (all)

**Level 3 Applying/Practicing** measures the degree to which learners apply what they learned during the experience when they are in community. They may share reflections through journals and recounting of experiences. Examples include observation in job/simulations, certifications, self-assessments, action plans, interviews, manifesting.

- Students articulate the role of homeostasis: in the blood, within organized systems, and within one's authentic self. (all)

### Facilitator/Instructor Evaluation

**Level 1 Community Building/Engagement** measures the degree to which facilitator/instructor creates a space where learners feel welcome, and open to share, collaborate, and build communal knowledge. Examples include word of mouth feedback, feedback on structure of experience, textual chat in online sessions, perception of learning activities used, facilitator/instructor reflection, small group feedback.

- Students are attentive, either making eye contact, or looking at their devices for ideas related to the learning segment



**Level 2 Knowledge Building/Facilitation** measures the degree to which facilitator effectively shares new knowledge and creates space for learners to bring share resources, knowledge, skills, and attitudes. Examples include alignment of resources shared, observations, demonstrative activities as part of the learning experience.

- Q qqqq

**Level 3 Transference/Sharing** measures the degree to which learning activities foster transferrable skills that can applied in the community; Examples include observation in role playing/simulations, shared reflections, self-assessments, work plans

- Facilitator revisits resources throughout the learning experience and emphasizes their function
- Facilitator schedules a follow-up discussion to set a short-term plan and write out one to three goals

## Preparation

Given the strategies and activities, identify the resources (with citations) that will be needed in support of those strategies and activities.

### Facilitator Created Instructional Resources

List and provide links to any suggested or cited resources created by the facilitator

### Umoja Community Instructional Resources

List and provide links to any suggested or cited Umoja Created Resources

- Umoja Practices

### Curated Resources

- Google Jam Board
- "Find Your Way Back" - Beyonce
- Stripping Away the Ratchet - Fairly Odd Parents
- Kahoot! Game
- Spin-the-wheel Generator



# Facilitator Guide:

## Ratchetdemic Homeostasis

The learning segments in the lesson plan can be extended to serve as individual lesson plans, or they can be timed so that they constitute a single learning experience.

### Community Agreements and Uplifting Our Umoja Practices

Time: 10 minutes

- Welcome Umoja scholars to learning experience. Take a moment to remind of any logistic items (e.g., technology expectations and support).
- Discuss learning objectives for session.
- Review Community Agreements and have additional agreements as needed.

#### *Discussion Prompts:*

- Choose some of the Umoja practices and give an example of what you currently understand about the practice. Read the practice and complete the one of the following sentences.
  - When I read the practice, it reminds me of the time when I \_\_\_\_\_
  - I agree with/understand the practice because in my own life \_\_\_\_\_
  - I don't understand the practice because in my own life \_\_\_\_\_
- What other community agreements do we need to uplift as we begin our work?

#### *Facilitator Notes:*

Add emphasis to the following Umoja Practices:

- a. Acceleration...
- b. Mattering
- c. Encircling Diversity

...to help underscore that

- a. You are committed to making STEM/Biology relatable so that more students can understand concepts more deeply and clearly. "Ratchet Homeostasis" does this while demonstrating to students that
- b. Their experiences, identity, and freedom matter and they must be affirmed with urgency because
- c. Cultural domination is outdated! We need to embrace our "ratchet" as a resource for finding new ways to understand science!



For sharing, allow learners to contribute in many ways depending on modality. For example, sharing can happen through student voices, text chats, or shared workspaces (padlet, whiteboard, chart paper). Make note of common themes and examples shared.

## Back to the Ratchet

### *Facilitator Notes:*

- When introducing the lesson, communicate that “We will use the discussion to also learn about how systems in the body monitors and adjusts the pH of blood, *but first* let’s agree on what Emdin meant”
- Observe students as they are watching the videos and having dialogue to witness and record students’ analyses.

### *Preparation*

To prepare for this segment you’ll need to do the following:

1. Use your web browser to display video content
2. Prepare a whiteboard or [Google Jamboard](#) to capture notes. You *will* refer back to these notes.

### *Instructions*

Begin this segment by displaying the music video [“Find Your Way Back” -Beyonce](#), and then begin dialoguing:

1. Students will discuss what their interpretation of the meaning and message of the song and visuals
2. Instructor will introduce the lesson plan and chapter 7, *Clones*—taking any preliminary questions or reactions
3. Students will watch the following snippet: [Stripping the Ratchet: Fairly Odd Parents](#)
4. Students have a brief discussion, facilitated by the instructor:
  - a. Is school trying to “shape you” or “clone you”?
  - b. What has been your response to the attempt to shape or clone you? Have you accepted it? rejected it? or otherwise?
  - c. What happens when you stand out too much? Does the system try to correct you?

## System Synopsis

### *Facilitator Notes:*

- ☑ Add additional components to this segment to satisfy SLOs built into your course syllabus.
- ☑ Stress to students that
  - a. **Buffering systems** are the most *temporary* maintenance
  - b. The **respiratory system** offers the offers the most *immediate* maintenance
  - c. The **renal system** offers the most *effective* maintenance, although it takes the most time



*Preparation:*

Consider inviting a science expert (like science faculty) to provide a 10–15-minute demonstration near the close of this learning segment. After students complete their activities, the expert can explain why we'll be doing this comparative between homeostasis in the body and in the authentic identity.

- Scripting “Now that you have recalled what happens physically, let’s now recall what happens when we our authenticity is out of balance”

*Instructions:*

Students will break into three small groups to discuss how the physiological systems correct the pH of blood.

1. One group for each system (carbonic acid bicarbonate buffering system, renal system, and respiratory system) where each group identifies
  - a. How their system reacts to acidosis
  - b. How their system reacts to alkalosis
1. Each group finds a 5–8-minute video that demonstrates their system’s way of finding the right pH balance
2. Students will share information on their systems’ engagement with blood pH, supported by the video and instructor



## The Basics

### *Facilitator Notes:*

Use this conversation to further drive home the importance of homeostasis: in the blood, within organized systems, and within one's authentic self.

### *Preparation:*

You'll want to utilize either a whiteboard, a Google Jamboard, or sticky notes folded and placed into a box to build the word bank for students to discuss and utilize. You'll also want to prepare a few words to help probe students and direct the learning experience. Below are a few key terms that might be helpful. Feel free to also pull from the Umoja Practices.

"Success"	"Growth"	"Patience"	"Watched"
"Normal"	"Respected"	"Failing"	"Participating"
"Policed"	"Unwelcome"	"Sheep"	"Valued"
"Confident"	"Passion"	"Anger"	"Worry"

### *Instructions:*

Begin with a recall of Emdin's key points from 7, and the connections made in the 1<sup>st</sup> and 2<sup>nd</sup> learning segments. Learners will use this segment to define what it means to be basic, balanced, or acidic. This is an opportunity for students to practice meaning making.

1. Students will create a word cloud or mind map for the three major focus points:
  - a. Balanced
  - b. Acidic
  - c. Basic
2. Students will add ideas to the cloud when prompted, in three rounds. In each round, the instructor will prompt the students with the following questions:

**Round 1:** What does it mean to be Balanced...

- i. In the body, monitoring blood pH?
- ii. In schools, monitoring ratchetdemics?
- iii. In students, monitoring authenticity?

**Round 2:** What does it mean to be Acidic?

- iv. In the body, monitoring blood pH?
- v. In schools, monitoring ratchetdemics?
- vi. In students, monitoring authenticity?

**Round 3:** What does it mean to be Basic? as it relates to..."

- i. In the body, monitoring blood pH?
- ii. In schools, monitoring ratchetdemics?
- iii. In students, monitoring authenticity?

3. We will use the word clouds to understand and unpack what it means to be
  - a. Balanced in blood pH



- b. Balanced as a Clone
- c. Balanced as the Authentic YOU

## Ratchet Homeostasis

### *Facilitator Notes:*

This is an opportunity for students to celebrate the essence of their identity and ratchet traits, and to show appreciation for the “systems” that protect their ratchetness from the cloning that occurs in education system.

### *Preparation:*

For this segment,

1. Prepare to engage students in a game of Kahoot! online, using the following link:  
<https://create.kahoot.it/my-library/kahoots/drafts>
2. Locate a graphic that depicts the range of Hydrogen ions on a pH scale. This will be a helpful visual as students identify 5-7 indicators that express a balanced authenticity pH.
3. Consider inviting the science expert back into the room to reiterate how science compares to what we are creating. This could be a 5-minute reflection.
4. Reference the word bank in the 4<sup>th</sup> learning segment, as well as the Umoja Practices and Sankofa to help students process.

### *Instructions:*

1. Students will play the Kahoot Game: Quick Fixes
  - a. Students will answer True/ False/Yes/ No to a series of statements that gauge students’ knee-jerk responses to scenarios that impact pH.
  - b. You may load the following statements into your Kahoot game, and any others you may think of:
    - i. I have altered the pitch of my voice to be accepted by others
    - ii. H<sub>2</sub>CO<sub>3</sub> is an acid in the buffering system
    - iii. I have changed the style of my hair to be better accepted
    - iv. I have adjusted my fashion and style to meet the expectations of a person or place
    - v. I have chosen to be quiet instead of sharing my thoughts because I knew that “what I thought wouldn’t matter”
    - vi. I have chosen to “watch my mouth” so that the people around me wouldn’t think I had a bad attitude
    - vii. I have “toned-down” my behavior so that I could “make a better impression”
    - viii. At least once or twice, I have done things to try “fitting in” at school or at work
    - ix. I have felt like an imposter before
    - x. People have tried helping me adjust to be better accepted
2. Students identify the traits and behaviors that indicate that they are being their most fulfilled and authentic self in academia (i.e., smiling, laughter, tangents, eating, tapping, “Me-search,” etc.). Students will identify a list of 10.



3. The students will arrange their 10 indicators in a way that resembles the pH scale for hydrogen ion concentration
4. Collectively, students will decide the range for a balanced authenticity pH. In blood, the average pH for survival is 7.4. Students will agree on a healthy range for authenticity pH (i.e., 5-7 out of 10) that is balanced enough for survival in school
5. After agreeing on a range, students will then imagine and describe at least one system (family system, Umoja Program, self-talk, or otherwise) that will help them avoid being cloned and maintain a balanced "authenticity pH"

## Balancing Act

### *Facilitator Notes:*

This game provides an opportunity for students to demonstrate confidence and mastery in the subject matter.

### *Preparation:*

This segment requires a "spin-the-wheel" to be generated. You can use the following site to create the game: [pickerwheel.com](http://pickerwheel.com). You may input the following scenarios into the wheel, or you can create your own scenarios in which environmental changes effect the pH of a solution or space.

- A loved-one recommends you shave your face/wear a wig for an upcoming interview or presentation
- A loved one pours you a glass of fresh, but sour, lemonade
- Bicarbonate begins to form in the blood
- Something wild happens and you begin to hyperventilate
- You are the only Black student in Speech class, and you're concerned about "talking right"
- You took Pepto-Bismol for your upset stomach, but you realize you took too much
- You want to write a research paper on the impact a fresh haircut/fresh braids have on preschoolers' behavior and performance, but you think your instructor will not understand the concept

### *Instructions:*

In a large group, students will volunteer to spin the wheel and try providing homeostatic responses to environmental changes to practice monitoring and maintaining a balanced pH.

## Closing

Close with a large group share out of key takeaways from the learning experience.

### *Discussion Prompts:*

- As a group summarize some key thoughts and takeaways from the experience
- Include any additional reflections questions and think-about for learners as they continue to process and apply what they have learned to their academic, professional, and personal lives.
  - What is homeostasis?
  - What is acid-based homeostasis?



- What is cloning?
- What is ratchet homeostasis?

### Purpose

Umoja Live Learning Observation resource is intended to be used as part of formative evaluation process where we look at how learners and instructors are engaging in the learning space. The goal is to provide faculty with qualitative insight on the impact of the learning experience.

### How to Use the Resource

The quality indicator statements in the observation rubric are aligned to core practices that are integrated and uplifted as part of an African-centered Umoja classroom.

These practices are

- Heartbeat Practices, which are foundation to all parts of community and grounds us in how we show up and engage with each other:
  - Ethic of love
  - Language as Power
  - Awareness of Connectedness to African Diaspora
  - Raising Intentional and Deliberate
  - Manifesting
- Core Pedagogical Umoja Practices
  - Acceleration
  - Tapping African American Intellectual, Spiritual, and Artistic Voices
  - Live Learning
  - Gifting

The statement ratings for the observation should be based on observable evidence and not perceptions alone. Each item in the instrument has suggested sources of evidence and reflection questions to guide you. The ratings range is

4 – Excellent: Most behavioral/engagement indicators are seen and supported with evidence.

3 – Effective: A satisfactory number of behavioral/engagement indicators are seen and supported.

2 – Promising: Few behavioral/engagement indicators are seen and/or supported. Learning experience needs to be revised/further developed.

1 – Emerging: None of the behavioral/engagement indicators are seen, or harmful behaviors are observed. Learning experience needs to be revised/further developed.

The use of this resource can also be used to facilitate community dialogue on areas of Umoja faculty support and development. Appropriate individuals to engage include:

- Umoja community faculty as part of peer coaching and development
- Umoja Program coordinators as part of program review and development
- Umoja Regional Coordinators/Umoja Curriculum Developer as part of site visits observations

With a completed observation, you can begin to identify personal and professional opportunities to further your work as an Umoja practitioner. The Umoja website will contain additional resources to assist you, including practical guidance on facilitating and participating in African-centered teaching and learning spaces, upcoming workshops, and webinars.

The Umoja Learning Experience.....				
Is Relationship building and offers different ways for learners to engage and be curious as they access, exchange, and construct knowledge  ACCELERATION				
		4	3	2
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> <li>Learners engage with non-graded activities to check progress and provide feedback</li> <li>Learners share evidence and decision-making process as part of learning</li> <li>Learners demonstrate understanding through creation of learning artifacts (presentations, discussions, projects, etc.)</li> <li>Learners practicing through demonstrative activities (labs, projects, experiential learning, service learning, etc)</li> </ul>		<u>Guiding Questions</u> <ul style="list-style-type: none"> <li>How did learners express their understand? What was created?</li> <li>How did learners build intellectual capacity through activities and engagement?</li> <li>Did learners ask questions that extended, critiqued and/or offered alternative explanations to theories, concepts, and principles?</li> </ul>		
Differentiates between Culture vs. Cultural Expression  TAPPING AFRICAN AMERICAN INTELLECTUAL, SPIRITUAL, AND ARTISTIC VOICES				
		4	3	2
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> <li>Diverse African intellectual, spiritual, and artistic voices brought into the learning space</li> <li>Learners' expression of understanding displayed in multiple ways</li> <li>Physical and virtual learning space integrates cultural components (visual, auditory, other sensory, etc)</li> <li>Student feedback</li> </ul>		<u>Guiding Questions</u> <ul style="list-style-type: none"> <li>How did learners express and integrate cultural and conceptual knowledge in the learning space?</li> <li>Did learners practice what they learned in multiple ways?</li> <li>How was feedback given and received?</li> <li>Did learners participate in the design of the space? How?</li> </ul>		
Creates Generative Learning and is Performative  LIVE LEARNING				
		4	3	2
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> <li>Learners asks questions to clarify, extend, and analyze conversations</li> <li>Learners and instructors integrate and contextualizes the Umoja practices as part of understanding and knowledge building</li> <li>Learners share evidence and decision-making process</li> <li>Learners participating in group discussions</li> </ul>		<u>Guiding Questions</u> <ul style="list-style-type: none"> <li>Did learners ask questions that extended, critiqued and/or offered alternative explanations to theories, concepts, and principles?</li> <li>Did learners use the Umoja practices as part of the learning experience? How?</li> <li>How did learners participate in decisions?</li> <li>Did learners lead discussions? How did learners facilitate small and large group dialogue?</li> </ul>		
Accounts for each other's gifted communal intelligence to identify what is Most Meaningful and Necessary for Purposes that Uplift the Community  GIFTING				
		4	3	2

## Umoja Live Learning Observation

<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none"> <li>Learners bring in material to present and share as part of the lesson</li> <li>Learners and instructors integrate and contextualizes the Umoja practices as part of understanding and knowledge building</li> <li>Learners share evidence and decision-making process</li> <li>Learners participating in group discussions</li> </ul>	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> <li>What gifts did learners share as part of the lesson?</li> <li>How did learners receive the gifts that were shared by others?</li> <li>Did learners use the Umoja practices as part of the learning experience? How?</li> </ul>			
<p>Is a Space Where Learners Authentically Belong, and is Open to Share, Collaborate, And Build Communal Knowledge</p> <p>ETHIC OF LOVE</p>				
<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none"> <li>Physical and virtual learning space integrates cultural components (visual, auditory, other sensory, etc)</li> <li>Community agreements are developed</li> <li>Learners and instructors integrate and contextualizes the Umoja practices as part of understanding and knowledge building</li> <li>Facilitator and Learners seek feedback</li> </ul>	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> <li>How did learners create and contribute to the community agreements?</li> <li>Were the agreements followed?</li> <li>Did learners seek feedback through questions, statements, and other expressive ways?</li> <li>How was empathy and care express in the classroom?</li> <li>Were learners present in the moment?</li> </ul>			
<p>Is multilingual (academic, standard, Black English, theoretical, symbolic) and develop leaners' confidence in owning and sharing their own experiences and narratives textually, orally, and visually.</p> <p>Language as Power</p>				
<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none"> <li>Diverse language used by learners to express knowledge and understandings</li> <li>Storytelling</li> <li>Learners share experiential evidence and decision-making process</li> <li>Learners participating in group discussions</li> </ul>	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> <li>How did learners express and integrate cultural and conceptual knowledge in the learning space?</li> <li>How was feedback given and received?</li> <li>Were stories and experiences shared?</li> </ul>			
<p>Understands, articulates, internalizes and practices Afrocentricity</p> <p>AWARENESS OF CONNECTEDNESS TO AFRICAN DIASPORA</p>				
<p><u>Possible Sources of Evidence</u></p> <ul style="list-style-type: none"> <li>Examples of Black excellence are identified and shared</li> <li>Learners and instructors integrate and contextualizes the Umoja practices as part of understanding and knowledge building</li> <li>Learners interrogate their understanding beyond the lens of whiteness</li> </ul>	<p><u>Guiding Questions</u></p> <ul style="list-style-type: none"> <li>How did learners deconstructing and reframing their understanding beyond the lens of whiteness?</li> <li>Did learners interrogate what we would be doing if we had not encountered colonialism and European?</li> <li>Did learners express/reflect on their dreams and how it can be manifested?</li> </ul>			
<p>Encourages a conscious dialogue that informs practices and choices</p> <p>RAISING INTENTIONAL AND DELIBERATE</p>				



## Umoja Live Learning Observation

### Possible Sources of Evidence

- Learner participation in large and small group discussions
- Questions asked during the learning experience
- Learners using current, relevant social, cultural, political examples (ie. Social media, news, movies, books, music)

### Guiding Questions

- Did learners participate in deciding discussion topics?
- What types of examples did learners use to support their position/decisions?
- Did learners ask questions that extended, critiqued and/or offered alternative explanations to theories, concepts, and principles?

Is Illuminative and Transformative; it connects what is learned so that it can be reproduced and applied to relevant parts of the learners' lives and within the community

MANIFESTING

4

3

2

1

### Possible Sources of Evidence

- Project based activities
- Sharing of experiences/feedback/reflection journals
- Participation in community/civic services

### Guiding Questions

- Did learners share how they may apply what they learned to other aspects of their life? What is an example?
- Did learners participate in campus or community activities where they can share what the learned?
- Did learners apply knowledge from other academic areas to this discipline? How?



## Umoja Live Learning Observation

Based on your observations and learner feedback, did learners find the experience favorable, engaging, and relevant? Support with anecdotes or examples.

Based on observation and feedback, did learners acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the learning experience? Support with anecdotes and examples of how learners practices and demonstrated their progress towards mastery.

Based on observation and feedback, do learners have dreams, ideas, and strategies of how they can apply what they learned in other spaces (in community, professionally, other academic spaces)? Support with anecdotes and examples of how learners can transfer and manifest.

### Purpose

Umoja Faculty Self-Assessment resource is intended to be used as part of the reflective and critical examination process of how we design the learning space and engage with Umoja students. The goal is to provide faculty with reflective insight on (1) areas of strengths (2) areas to continue to develop as faculty, professionally and personally and (2) areas that are important in supporting Umoja students' transformative and emancipatory education.

### How to Use the Resource

The quality indicator statements in the self-assessment are based on key skills, attitudes, and practices deemed necessary for African-centered Umoja faculty practitioners (Dugas and Henderson, 2021).

The statements are organized around four functions that faculty should know, understand, and practice as African-centered practitioners. Those functions are:

- Internalize and Practice Afrocentricity
- Differentiate between culture and cultural expression
- Embody the role of a Master Teacher
- Strive for Illumination and Transformation

The statement ratings for the self-assessment should be based on evidence and not perceptions alone. Each item in the instrument has suggested sources of evidence and reflection questions to guide you. The ratings range is

4 – Strength	Most behavioral indicators are seen and supported with evidence.
3 – Effective (Solid)	A satisfactory number of behavioral indicators are seen and supported.
2 - Developing	Few behavioral indicators are seen and/or supported. Function needs to be further developed.
1 – Below Expectations	None of the behavioral indicators are seen, or harmful behaviors are seen. Function needs to be developed.

The use of this resource can also be used to facilitate community dialogue on areas of Umoja faculty support and development. Appropriate individuals to engage include:

- Umoja community faculty as part of peer coaching and development
- Umoja Program coordinators as part of program review and development
- Umoja Regional Coordinators as part of site visits observations

With a completed self-reflection, you can begin to identify personal and professional opportunities to further your work as an Umoja practitioner. The Umoja website will contain additional resources to assist you, including practical guidance on facilitating and participating in African-centered teaching and learning spaces, upcoming workshops, and webinars.

African centered Umoja faculty...					
Understand, articulate, internalize and practice Afrocentricity					
INTENTIONAL AND DELIBERATE		4	3	2	1
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> <li>• Observation: Articulating and contextualizing Umoja practices</li> <li>• Observation: Integrating of African-centered frameworks, theories, &amp; practices to examine, interrogate, and reframe understanding</li> </ul>		<u>Guiding Questions</u> <ul style="list-style-type: none"> <li>• How do you deconstruct and reframe your understanding beyond the lens of whiteness?</li> <li>• How do you see African people/students through the lens of their identity?</li> <li>• How do you interrogate what we would be doing if we had not encountered colonialism and European?</li> </ul>			
Differentiate between Culture vs. Cultural Expression					
AWARENESS OF THE AFRICAN DIASPORA		4	3	2	1
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> <li>• Learning spaces observations of classroom design</li> <li>• Syllabus</li> <li>• Example of learning activity/lessons and feedback plan</li> <li>• Student feedback</li> </ul>		<u>Guiding Questions</u> <ul style="list-style-type: none"> <li>• How are students' cultural and conceptual knowledge being integrated, cultivated, and expressed in the learning space?</li> <li>• How are activities being designed to give students multiple ways to demonstrate mastery of knowledge?</li> <li>• How do you give feedback to students?</li> <li>• How do you design the physical and virtual learning spaces for students?</li> </ul>			
Embody the role of a Master Teacher					
MANIFESTING		4	3	2	1
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> <li>• Learning spaces observations of student and teacher engagement and participation</li> <li>• Professional Development attended</li> <li>• Participating in the Umoja community</li> </ul>		<u>Guiding Questions</u> <ul style="list-style-type: none"> <li>• What types of learning structures exist between the students and teacher?</li> <li>• How are students encouraged to collaborate in the creation of meaning?</li> <li>• How do you continually grow in knowledge of discipline content and pedagogical theory (ways to help and support learning)?</li> </ul>			
Illumination and Transformation Guides the Process					
ETHIC OF LOVE		4	3	2	1
<u>Possible Sources of Evidence</u> <ul style="list-style-type: none"> <li>• Peer feedback</li> <li>• Student feedback</li> <li>• Action plan based on reflection and feedback</li> </ul>		<u>Guiding Questions</u> <ul style="list-style-type: none"> <li>• How do you actively integrate new ideas and feedback based on what you know and have learned as a teacher?</li> <li>• What guides you to becoming your best self?</li> <li>• How do you "Touch the Spirit" of students?</li> </ul>			

Based on your reflection, what are the top priority Areas to Develop.

What strategies and support are needed to address the listed priorities?

What challenges do you anticipate?