

## LIBERATORY QUESTIONS

Created by over 90 teachers and teaching artists at a Creative Advantage workshop in 2018  
<https://artbeat.seattle.gov/2018/05/30/what-does-freedom-look-like-in-the-classroom/>

When you think about your curriculum, here are some questions to consider:

- Is it anti-racist?
- Is it intersectional?
- What does it say relative to representation?
- Is it complex or one-dimensional?
- Does it promote archetypes or stereotypes?
- What was happening historically as it relates to its origin?

More questions about curriculum:

- What does freedom look like in your classroom?
- What is culture?
- Who gets to decide what's relevant?
- Can students see themselves in this content?
- Does it allow space for student voice (to create curriculum)?
- How does this support my own cultural world view? (or detract from it?)
- Is this cultural appropriation?
- Am I willing to not be the expert?
- Am I willing to be vulnerable? (as vulnerable as I'm asking my students to be?)
- Am I willing to give up power? (power with, not power over)
- Does this push assumptions?
- Does this broaden the narrative created by the dominant culture?
- What stereotypes does this perpetuate?
- How will I address them if it does?
- Does this engage + encourage joy?
- How is this relevant to youth culture now?
- Am I making space for students to show up in all their identities?
- Does this support the shared goals of our community?
- Does it reflect the diversity in the classroom?
- Are the student's voices in the content planning?
- Am I asking more questions than I'm answering?
- Am I valuing my students' knowledge and experience?
- Am I creating a non-hierarchical setting?
- Is this content or exploration unveiling oppression?
- Is this content empowering / inspiring action?
- Does this material speak to me, but exclude others?
- Am I bringing in this material because I want my students to think about me in a certain way, or because they will learn from it?
- Do I understand my own authentic relationship to this content?
- Can the students own his content, as "experts"?
- Is this in my student's vernacular / language?
- Can my students see themselves as the protagonist?
- Are they (and their experiences) centered?
- What kind of response reaction might this inspire?
- Is our institution ready to support us?
- What are my real or perceived limitations, and how might I get around them?
- Are my students ready to be liberated? Are WE?