



Diversity and Engagement:

Resources to Support Equity in the Classroom

Kindergarten – 5th Grade

Literature
Examples & Strategies
Lesson Ideas
Formative Assessment

<http://www.ilclassroomsinaction.org/equity-access.html>





Diversity and Engagement in Action Grades K-5



This resource was created to provide information and inspiration to educators regarding how they can emphasize and support diversity and engagement in their classroom. The following pages provide general considerations to enhance diversity and engagement in the various content areas. Additionally, grade-band specific activities, literature, and resources have been provided for each content area to help inspire K-5 educators to enhance diversity and engagement in their classrooms.

As diversity and engagement is a consistent area for all school personnel to address, a systemic approach for implementation will need leadership, guidance and support with accessible resources and calendar sequencing such as:

- Multiple weeks in the school year that are designated for all to include additional focus on diversity/equity, with staff and student feedback.
- Facilitating discussions for staff around their needs and/or desires to address diversity and inclusion.
- Convening a diversity team of staff/family representatives that models and supports peers for capacity building at each building.

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Diversity and Engagement in Action

Social and Emotional Learning (K-5)



SEL Goal 2- Use social-awareness and interpersonal skills to establish and maintain positive relationships.

To support student social emotional skill development for Goal 2 include reflection strategies on the awareness and appreciation of diversity. Noticing similarities and differences along with actively practicing acceptance of differences can move students towards an inclusive mindset.

Standard	Developmental Benchmarks (K-2)	Developmental Benchmarks (3-5)	Example Task
Recognize the feelings and perspectives of others.	Recognize that others may experience situations differently from oneself. Use listening skills to identify the feelings and perspectives of others.	Identify verbal, physical, and situational cues that indicate how others may feel. Describe the expressed feelings and perspectives of others.	Utilize www.pobble365.com to compare feelings and perspectives by reflecting on a neutral visual story starter. Students individually create a story/idea and then compare with the class ideas.
Recognize individual and group similarities and differences.	Describe the ways that people are similar and different. Describe positive qualities in others.	Identify differences among and contributions of various social and cultural groups. Demonstrate how to work effectively with those who are different from oneself.	Use collaborative groups of randomly assigned students to build communication and acceptance skills within the classroom. For collaboration resources check out: bit.ly/CIAcollab
Use communication skills to interact effectively with others.	Identify ways to work and play well with others. Demonstrate appropriate social and classroom behavior.	Describe approaches for making and keeping friends. Analyze ways to work effectively in groups.	

Literature

For Students

- 30 Days of Diverse Picture Books <http://bit.ly/2GfCLNw>
- Books with Diverse Characters in Everyday Situations <http://bit.ly/2Pb2pao>
- *Big Red Lollipop* by Rukhsana Khan
- *Lailah's Lunchbox* by Reem Faruqi

For Teachers

- *Waking up White* by Debby Irving
- *Race Talk* by Derald Wing Sue
- *Culturally Responsive Teaching and the Brain* by Zaretta Hammond
- *Blindspot* by Banaji and Greenwald

Resources

- Equity in Action: Framing Inclusive Conversations – a resource Guide <http://bit.ly/2TJT4Z>
- Social Justice Standards - Teaching Tolerance <http://bit.ly/2Im8qAe>

Lessons

- White Anti-Racist Biographies, Early Grades <http://bit.ly/2UkPS5c>
- What can we learn from a Box of Crayons? <http://bit.ly/2GmpmEx>
- Friendship Without Barriers <http://bit.ly/2lvfcD4>
- Why Frogs and Snakes Never Play Together (a play) <http://bit.ly/2Gq6yo3>
- Film kits and lesson plans for all grade levels with student texts, teaching strategies and learning plans. <https://www.tolerance.org/classroom-resources>



Diversity and Engagement in Action

Student-led Assessment

Allowing students to select the way in which they demonstrate their understanding is an excellent way to address equity and diversity.

Using choice boards or simply discussions addressing expectations, students select how best to show what they have learned in a way that works with their world. It is stepping away from the one size fits all assessment model that does not allow for equity or diversity.

Resources

Formative Assessment Strategies

Formative Assessment is another excellent method to address equity and diversity. By allowing students the opportunity to show what they know, then having them continue to learn more about the topic, it allows for a variety of learners to express their knowledge and/or skill.

A few suggestions follow. See the link under Formative Assessment to the right for more.

- **White board responses** – all students record their answer on individual white boards and show it at the same time to the teacher. All students demonstrate their level of understanding and the teacher sees where each student is in their understanding.
- **Exit Slips** – Students respond to a brief question at the end of the lesson, revealing what they do or do not understand.
- **Lists** – Students create a list for the topic or goal, demonstrating their understanding of the significant themes or ideas of the topic.

Standards-based Grading:

- *Connecting Teachers, Students, and Standards* by Deborah L. Voltz, Michele Jean Sims and Betty Nelson
<http://bit.ly/2Z3t3Xi>
- *A Teacher's Guide to Standards-Based Learning* by Tammy Heflebower, Jan K. Hoegh, Philip B. Warrick, Jeff Flygare
<http://bit.ly/2IdonsB>

Choice Boards:

- How to Use Choice Boards in the Classroom article
<http://bit.ly/2UVCZmg>
- Samples choice Boards for Math Grades 2-7
<http://bit.ly/2VFbD0T>

Formative Assessment:

- Formative Assessment Strategies <http://bit.ly/2Ktbtsf>

Respecting different cultures means recognizing that symbols, traditions, heroes, and idioms differ from place to place.

by Laura Greenstein
Creating Assessments for All Learners <http://bit.ly/2ZgYvBw>

Diversity and Engagement in Action

English Language Arts (K-5)



Stan Steiner, International Literacy Association, states, “*Diversity in literature goes beyond ethnicity. Diversity may include the various facets of sexuality and gender, cultural, and societal groups. Whether characters in the books we read reflect others or ourselves, what is most important is connecting with them in ways that help us understand who we are today. Sometimes learning about our history through the eyes of diverse characters can be unsettling or even painful, but it also can be an awakening to the unknown.*”

The Illinois ELA Standards encourage the use of diverse texts that highlight various cultures, perspectives and authors. Consider the following when selecting texts:

- Base your selection on quality. Books should not just teach a lesson but should have a good story, high-quality text, and engaging illustrations.
- Include books that introduce children to new people, places, and concepts that they may not yet have encountered.
- Use text sets to expose children to different perspectives. These book collections may be organized by theme or may feature the work of highly accomplished authors or illustrators of diverse cultures.

Being intentional about text selection of read alouds is key to honoring the lives and experiences of students in our classrooms. The goals are to validate students’ identities through providing mirrors (seeing themselves in literature), to develop their understanding through providing windows (reading about the lives of others), and to show them how they can be changed by literature through providing sliding glass doors (change in perspective about possibilities in the real world that the text helps the reader consider.)

Bishop, R. S. (1990). Mirrors, windows, and sliding glass doors. *Perspectives: Choosing and Using Books for the Classroom*, 6(3).

Literature

For Students

- *Beautiful* by Stacy Macanulty
- *Malala Yousafzai: Warrior with Words* by Karen Leggett Abouraya
- *The Matchbox Diary* by Paul Fleischman
- *The Name Jar* by Yangsook Choi
- *Abuela* by Arthur Dorros
- *She Loved Baseball: The Effa Manley Story* by Audrey Vernick

For Teachers

- *Game Changer! Book Access for All Kids* by Donalyn Miller

Resources

- Equity in Action: Framing Inclusive Conversations – a resource guide <http://bit.ly/2TJT4Z>
- “We Need Diverse Books” Website <https://diversebooks.org/>
- Arts Edge Website - America, A Home for Every Culture: 3rd-5th Lesson resources and ideas to help define American food, music, and language <https://bit.ly/2Id2HvQ>
- Diversifying Classroom Library Checklist: https://www.leeandlow.com/uploads/loaded_document/408/Classroom-Library-Questionnaire_FINAL.pdf
- Educators and administrators can find literacy and lesson planning resources to support the inclusion of diverse classroom materials and ensure that an equitable educational experience is available to all students: <http://www.illinoisliteracyinaction.org/diversity-equity--inclusion.html>
- Expanding the Canon: How Diverse Literature Can Transform Literacy Learning <https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-expanding-the-canon.pdf>
- The Reading Without Walls Challenge <https://bit.ly/1YwS2Lk>



Diversity and Engagement in Action Math (K-5)

On April 18, 2014, NCTM released a position statement addressing Access and Equity in Mathematics Education: “Creating, supporting, and sustaining a culture of access and equity require being responsive to students’ backgrounds, experiences, cultural perspectives, traditions, and knowledge when designing and implementing a mathematics program and assessing its effectiveness. Acknowledging and addressing factors that contribute to differential outcomes among groups of students are critical to ensuring that all students routinely have opportunities to experience high-quality mathematics instruction, learn challenging mathematics content, and receive the support necessary to be successful. Addressing equity and access includes both ensuring that all students attain mathematics proficiency and increasing the numbers of students from all racial, ethnic, linguistic, gender, and socioeconomic groups who attain the highest levels of mathematics achievement.” <http://bit.ly/2Z6LEl2>

Preparing our students to be productive citizens includes equipping them with the tools they need to advocate for social justice.

Mathematics can be a powerful tool in the struggle for equity and equality. Encouraging students to use mathematics to investigate and

Elementary Lesson Idea

The distribution of wealth and power within society usually affects a person’s opportunities to achieve full human rights and live a life with dignity. This activity, by David Shiman and shared by University of Minnesota’s Human Rights Resource Center, challenges participants to examine the concepts of fairness and social justice.

Access the full lesson here, <http://bit.ly/2UvdLMh>.

Students participate in an unfair penny scramble and then analyze the results and compare their simulation to the actual distribution of wealth in the world. They then go on to discuss what was fair and unfair about this activity.

Literature

For Teachers

- *The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices* by Julia Aguirre, Karen Mayfield-Ingram, and Danny Martin <http://bit.ly/2KsCGvs>
- *Teaching Mathematics for Social Justice: Conversations with Educators* by Anita A. Wagner and David W. Stinson <http://bit.ly/2lfwEFK>
- *Access and Equity: Promoting High Quality Mathematics in Pre-K-Grade 2* <http://bit.ly/2lfRdIT>
- *Access and Equity: Promoting High Quality Mathematics in Grades 3-5* <http://bit.ly/2KtNrxq>

solve social injustices not only provides rich and engaging contexts for mathematical exploration, but also provides students with a meaningful purpose for the tasks which can be motivating and empowering.

Resources

- Radical Math - <http://www.radicalmath.org/>
- Jonathan Osler’s “A Guide for Integrating Issues of Social and Economic Justice Into Mathematics Curriculum” <http://radicalmath.org/docs/SJMathGuide.pdf>
- The Mathematicians Project: Mathematicians Are Not Just White Dudes - <http://bit.ly/2DcR2Km>
- Culturally Responsive Mathematics Teaching – TM Lesson Analysis Tool - <http://bit.ly/2P76Bli>
- TODOS: Mathematics for ALL Excellence and Equity in Mathematics - <https://www.todos-math.org/>

Diversity and Engagement in Action

Science (K-5)



"Equity in science education requires that all students are provided with equitable opportunities to learn science and become engaged in science and engineering practices; with access to quality space, equipment, and teachers to support and motivate that learning and engagement; and adequate time spent on science. In addition, the issue of connecting to students' interests and experiences is particularly important for broadening participation in science." — NRC Framework, p. 28

(<https://bit.ly/2crAuBB>)

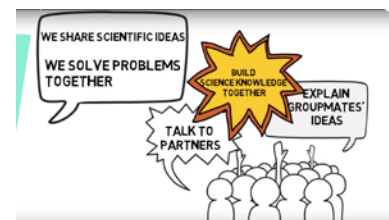
Students come to us with very different backgrounds and experiences. When the Illinois Learning Standards for Science are implemented with fidelity, students will experience phenomena-driven three-dimensional activities, lessons, and units that level the playing field by engaging all learners— regardless of race, ethnicity, gender, income, ability, native language and geographic location in experiences and conversations where their diverse perspectives are built upon, and revised, to construct a deep understanding of their world.

Equitable Practices

Phenomenon: Thoughtfully selected phenomena have the potential to build on the interests and experiences of diverse learners. In order to successfully do this, phenomenon should be experienced as directly as possible. This can be accomplished through student observations and questions, demonstrations, or videos. Review the *NGSS Case Studies* to see examples of teachers using culturally relevant phenomenon to engage “non-traditional” students.

Sense-Making Through Talk: Allowing students to engage in discussion and discourse to share their science explanations honors the ideas of students with differing experiences. Discussion and discourse allows all students to leverage their unique ways of sense-making. Consider reviewing the *Equity in Action: Framing Inclusive Conversations* and *Talk Science Primer* for strategies to promote equitable discussions.

“Who gets to be a ‘Smart Science Student?’



This video highlights how the use of students’ ideas and prior experiences makes for a more inclusive classroom experience.

(<https://bit.ly/2FS4bZz>)

Resources

- Equity in Action: Framing Inclusive Conversations is a guide to educational conversations involving equity (<http://bit.ly/2TJT4Z>)
- Talk Science Primer includes 9 talk moves to engage students and address common obstacles to discussion: (<https://bit.ly/2h1POSJ>)
- NGSS Appendix D provides targeted strategies to address the needs of diverse learners: (<https://bit.ly/2uNRHxg>)
- NGSS Case Studies are case studies that address equity in different cases: (<https://bit.ly/2uiSeon>)
- Stem Teaching Tools provides a short overview of equity in science education (<https://bit.ly/2K72fSB>) and classroom discourse (<https://bit.ly/2uNYzsk>)
- Framework Chapter 11 is a chapter from the National Academies Press that discusses science education equity: (<https://bit.ly/2YY81JE>)



Diversity and Engagement in Action

Social Science (K-5)

A 2017 position statement from the National Council for the Social Studies focused on elementary social studies states: “[Learners] need to participate in learning experiences that involve core values of democracy, including freedom of speech and thought, equality of opportunity, justice, and diversity.” <http://bit.ly/2K0Gt2Q>

These ideals were included in the C3 Framework which the Illinois Social Science Standards are based upon. The Illinois standards emphasize that students should be engaged in inquiries that explore issues using a variety of sources from multiple perspectives. Additionally, students should be given the opportunity to take informed action based upon the issues and ideas being studied within the classroom.

One way to begin addressing diversity and engagement within the classroom is to look at the sources used in social science. Many traditional textbooks only portray events from one perspective. As educators, it is important to ensure that other perspectives are included in the curriculum. This may mean using supplementary sources in addition to the textbook. After all, our students deserve to have accurate and full information in order to have deliberations and discussions within the classroom.

Literature

For Students

- *Flashlight* by Lizi Boyd - A whimsical and magical tale that will spark questions about how we see and what we might be missing.
- *Same Same but Different* by Jenny Sue Kostecki-Shaw - This book can be used to talk to students about universal experiences and values.

For Teachers

- *Equity is Fostered Through What We Teach and What We Don't* by Elena Aguilar <https://edut.to/2TPA1v5>
- *Don't try to 'fix the kid,' fix the system* by Katy Swalwell <http://bit.ly/2CQdb00>
- *It's Being Done in Social Studies: Race, Class, Gender and Sexuality in the Pre/K-12 Curriculum* Edited by Lara Willox and Cathy Brant (2018)

Elementary Lesson Ideas

Many Shapes and Sizes

In this lesson, students will hear a story about a small town and five friends who have different shapes, sizes, colors, and talents and will make body tracings that illustrate their unique shape and size. This lesson is designed to help children celebrate their differences, sizes, and body types. Children will recognize that people vary in many ways and those differences make all of us individuals. From Teaching Tolerance: <http://bit.ly/2HSUOMH>

Defenders of Justice

In this lesson, students will investigate various “defenders of justice” who fought against racism and changed American attitudes throughout history. Their work made possible, years later, something that many doubted would ever happen: the election of an African American as President of the United States. From Teaching Tolerance: <http://bit.ly/2FSW1Sb>

Resources

- Equity in Action: Framing Inclusive Conversations – a resource guide <http://bit.ly/2TJT4Z>
- Teaching Tolerance <https://www.tolerance.org/>
- Rethinking Schools <https://www.rethinkingschools.org/>
- Zinn Education Project <https://www.zinnedproject.org/>
- Illinois Holocaust Museum <http://bit.ly/2uGRxHS>
- Iowa's Teaching Black History Resources <http://bit.ly/2UiQcpd>
- Using their Words: Elementary-classroom tested lessons <http://www.usingtheirwords.org/>
- Social Studies in the Elementary Classroom <https://elementarysocialstudies.weebly.com/>

RESOURCE GUIDE



Educational Equity through ***‘Framing Inclusive Conversations’***

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**We all have a constant choice:
live as a thermometer or thermostat:
Reflect the environment or change it.**

US Senator Cory Booker

PURPOSE: This guide is offered to support the framing* of the process as well as the content of inclusive conversations led by educational leaders, teachers, social workers/counselors/family and community engagement personnel, and students. The 2018 Educational Equity through ‘*Framing Inclusive Conversations*’ resource guide is not intended as an exhaustive list of available resources to schools regarding intergroup* conversations.

**See glossary in appendix*

FRAMING INCLUSIVE CONVERSATIONS

World and national events have provoked educational leaders to convene conversations around the priority of a positive learning environment (climate and culture) at the local school level. Several guiding publications¹ are available to support equity and access considerations; however, many conclude with the necessity of cultural responsiveness and diversity, but do not fully explore the process by which these critical ‘inclusive’ conversations could to be conducted.

The simple and respectful group dialogue protocols from our First Nations people have led to current iterations of group conversation frameworks, and while current updates are important for engagement, several founding beliefs and behaviors may need to be explicitly modeled. A return to group core tenets such as 1) Acting upon a belief in collective wisdom; and 2) The practice of non-judgmental speaking and listening can support education transformers who have prioritized inclusivity. By ‘holding space’² and facilitated framing* of diverse opinion sharing, a group can build shared understanding, collective meanings, and beneficial interpersonal norms³.

Acknowledging that students are taking part in diverse dialogues everyday with or without guidance, framing, support; the Illinois State Board of Education (ISBE) content specialist Equity and Access workgroup offers this resource guide as a review of both process tools and materials supporting specific content, organized by audience perspectives (administrators & School Boards, Classroom Teachers, Students and Counseling/Social Workers or Family Engagement staff), and categorized to address the process in three-phases:

Preparing for conversations: In 2017, Illinois legislators recognized⁴ the need for educators to have supports for addressing individual bias in preparation of building positive climate and culture learning environments. Several important factors are critical in ‘holding space’ for a multi-cultural based conversation; however, none are more important than – SELF AWARENESS. It is the first of the social and emotional learning (SEL) goals and standards as it lays the foundation to build others. As a facilitator or participant of emotionally charged group interactions, it is protective of both self and the group to know potential triggers and bias that need management during the process.

When an inclusive conversation is planned, one key is to keep the end in mind. What is the purpose of holding this conversation? What is the desired positive outcome for participants? What are alternative positive outcomes? The most detailed planning and preparation can support the most salient point of the planned conversation – holding space to allow a group to share their voices and to value the voices of others.

The resources in the ‘Preparing’ stage offer a potential facilitator supports for development of self-awareness and self-assessment to manage bias and potential reactions to words, phrases, and the negative behavior of others. The emotional expression of participant members may need to be diffused or redirected; therefore, several strategies to support both individual and group needs must be kept in mind.

Facilitating conversations: Effective facilitation of a group conversation includes multiple skills and selection of frameworks and protocols; however, several organizations have offered starting points to help participants in addressing sensitive topics. Anyone who chooses to build their own capacity for this would be those who are actively practicing consistent SEL competencies along with ongoing self-insights into strengths and limitations.

Resources included in the ‘Facilitating’ stage offer a spectrum of supports from overarching group facilitation approaches to step by step processes for group dialogues. There are also topic specific tools that may help guide awareness and strategies/activities for participants. These are meant for review by potential facilitators before introduction to potential participants as each has preparation and self-reflection before use.

Building capacity for future conversations: Some systems and system leaders may identify the need to address a parallel priority of equipping staff for strategic planning to address shifts in their local school culture. Resources listed in this phase support strategic planning, monitoring efforts and continuous improvement efforts.

Equity thought leader, Glen Singleton, offers in his book Courageous conversations about race: A field guide for achieving equity in schools¹⁰, four agreements to build momentum for change and inclusivity:

1. **Stay engaged**: Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue” (p.59).
2. **Experience discomfort**: This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society and in our schools. It is through dialogue, even when uncomfortable, the healing and change begin.
3. **Speak your truth**: This means being open about thoughts and feelings and not just saying what you think others want to hear.
4. **Expect and accept absence of closure**: This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions.

Increasing capacity with these four agreements in mind can support conversations happening daily, with or without framing, structure, or a conscientious facilitator. By systemically addressing the skills and capacity of our adults, inclusivity is modeled with students, making shifts in school culture possible. To this end, we offer the following one-page document with specific systemic reminders that is followed by audience specific resources and tools.

When equity is not consciously addressed, inequality is often unconsciously replicated.

Adapted from Terry Keleher, Applied Research Center – www.arc.org

Framing Inclusive Conversations Phases

“...mak[ing] the invisible visible...

confront[ing] biases, prejudices, and fears...

help[ing] one another understand ourselves as racial/cultural beings

opens the educational gateways to self-reflection and positive change...

crucial for parents and teachers if they desire to help themselves and young people.”⁵

Preparing for conversations	GUIDING STEPS
	<p>In preparing for an inclusive conversation, either as a facilitator or a participant, it is key to become self-aware, learn self-management, become socially aware and nurture positive relationships, and demonstrate decision-making skills and responsible behaviors to better the community. Additionally, potential facilitators can practice ‘holding space’ via:</p> <ul style="list-style-type: none"> - Constant vigilance of your own biases and fears - Commit to personal action against racism (situational or systemic) - Consciously choose to learn from healthy people of diverse cultures - Create reflection opportunities for self and others regarding equity and access

Facilitating conversations	INSTEAD OF:	PRACTICE:
	Doing nothing...	<ul style="list-style-type: none"> ➤ Noticing and breaking silence regarding race talk ➤ Planning and purposefully initiating race talks
	Sidetracking the conversation...	<ul style="list-style-type: none"> ➤ Understanding the meaning of emotions ➤ Validating and facilitating discussion of feelings ➤ Being open to discussing topics of race and racism
	Appeasing the participants...	<ul style="list-style-type: none"> ➤ Uncovering the underlying individual and group dialogue (through process observations and interventions)
	Terminating the Discussion...	<ul style="list-style-type: none"> ➤ Facilitating the <u>process</u> not the <u>content</u> of race talk ➤ Respecting differences in communication styles
	Becoming Defensive...	<ul style="list-style-type: none"> ➤ Understanding one’s racial/cultural identity ➤ Accepting and managing one’s racial biases ➤ Validating and encouraging all to speak out

Building capacity for future	Krownapple, John. (2017). Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation . Corwin	Professional Learning Workbook and Modules
	Disrupting Inequity: Having Brave Conversations About Bias . UnboundED	
	Tatum, Beverly Daniel. (2017). Why are all the Black Kids sitting together in the cafeteria . Basic Books	Books for personal or group study
	Sue, Derald Wing. (2015). Race Talk . Hoboken, NJ: Wiley Publishing	

FOR ADMINISTRATORS/SCHOOL BOARDS

Most resources indicated the pivotal role of leadership's modeling (in self-awareness, organizational readiness and continuous improvement) for starting or honoring existing conversations. The following resources and descriptions are offered as tools to support the framing of inclusive conversations within the learning environment, especially at the leadership level.

Preparing for conversations Facilitating conversations	Do Conversations about Race Belong in the Classroom? ^(T, SW) Melinda Anderson <i>The Atlantic</i>	An interview transcript with America's foremost authorities on the psychology of racism who implore "...you can't move forward without talking to people... talk by itself isn't sufficient... you want to inspire action."
	White Privilege: Unpacking the Invisible Knapsack , Peggy McIntosh	An article reflecting on how white privilege is prevalent and a societal teaching of youth in America.
	Glossary of Education Terms , ADL	Terms and definitions that are often associated with and provide a common, working language for anti-bias programs.*
	Illinois State Board of Education Anti-bias and Anti-hate resources	ISBE urges all school districts to develop proactive strategies to prevent forms of discrimination and bigotry. A list of potential preventative resources is offered.
	ISBE statement on fair access and equitable support (DRAFT)	An ISBE statement of commitment to policies, practices, and programs that ensure fair access to quality for all students.
Facilitating a conversation	The 8 R's of Talking about Race: How to Have Meaningful Conversations (2015) , Dwight Smith, <i>Net Impact</i>	Eight characteristics of meaningful conversations are Respect, Reflect, and Resign; Research and Relearn; Reset and Reboot; Recognize Bias and Privilege.
	Talking About Race: Toward a Transformative Agenda , Kirwan Institute at The Ohio State University ^(T, SW)	Offering several PD resources including a 'Thinking Transformatively' chart and talking points; framing a subject or topic for group conversation; 30 pages of bibliography and glossary for additional supports.
	The Confident Conversations Toolkit , The TCM Group	Includes information on brain responses to conflict; effective conflict management; conflict management styles; reflections on active listening; and problem-solving approaches.
	Illinois Community of Advocates for Racial Equity Toolkit ICARE	Sections include structural racialization; framing for internal and external communication; implicit bias; racial justice glossary; and tools such as implicit bias slide deck, framing and communication tool, and organizational assessment tool
Building capacity for future conversations	How to have conversations about race JSD ^(T, SW, F, CA)	Interview with author of "Why are all the Black Kids Sitting Together in the Cafeteria?" and Other Conversations about Race – Beverly Daniel Tatum.
	Racial Equity Impact Assessment , (2009) race forward: The Center for Racial Justice Innovation ^(T, SW)	10 steps with guiding questions for racial equity impact assessment to use to anticipate, assess, and prevent potential adverse consequences of proposed actions on different racial groups.
	Transforming School Discipline Collaborative Toolkit ^(SW)	This toolkit is designed to give practitioners guidance, strategies and models that supporting work to change school policies and practices around student discipline.
	Organizational Assessment Tool ICARE Race Equity Toolkit, page 41 ^(SW)	Specific organizational assessment questions regarding program, power, policies, people and culture impact.
	Dos and Don'ts with Special Diversity Events ADL ^(T, SW, F, CA)	Special school diversity requires thoughtful and inclusive implementation. These thoughtful strategies support diversity events to create and sustain safe schools.

Resources supporting other audiences are tagged accordingly:

Teacher ^(T); Social Worker ^(SW); Family/Community ^(F); and Classroom Activities ^(CA)

*See samples in Appendix

FOR TEACHERS

Classroom teachers have daily exposure to planned and unplanned inclusive conversations. Anti-bias mindsets and practices empower teachers and educational staff to use tools and materials to support their personal and professional engagement of these student discussions. Teachers can impact how future adults will address equity and access across communities.

Preparing for conversations	White Privilege: Unpacking the Invisible Knapsack , Peggy McIntosh ^(SW)	An article reflecting on how white privilege is prevalent and a societal teaching of youth in America.
	Elementary Age definitions related to bias, injustice and bullying , ADL	The following definitions include words relating to bias, diversity, bullying and social justice concepts and are written for elementary-age children. *
	Social Justice Standards Teaching Tolerance ^(CA)	The Social Justice Standards (not officially adopted by Illinois) are a road map for anti-bias education at every stage of K-12 instruction.
	Project Implicit Harvard.edu ^(A, SW, CA)	A self-assessment for implicit social cognition – thoughts and feelings outside of conscious awareness and control.
Facilitating conversations	Teaching the New Jim Crow Teaching Tolerance ^(CA)	A teachers' guide created to explore the myriad of issues surrounding race and justice in our society.
	Moving the race conversation forward : The Center for Racial Justice Innovation ^(CA)	Detailed analysis of mainstream media's addressing of racial discourse along with recommendations and conclusions for consumers. A report and videos that supports '...the report in engaging, accessible ways.'
	Race Talk: Engaging Young People in Conversations about Race and Racism , ^(CA)	Nine strategies to support classroom race talks.
	Let's Talk: Discussing Race, Racism and Other Difficult Topics with Students , Teaching Tolerance ^(CA)	Teaching Tolerance offers tools for reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children.
	Courageous Conversation Toolkit , Social Transformation Project ^(SW, CA)	A series of articles, best practices, and tools for engaging successfully in challenging conversations including: Courageous Conversations: A Paradigm Shift; Do You Need One? How to Prepare
Building capacity for future conversations	Antibias Education for Young Children and Ourselves	Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity.
	How should I talk about race in my mostly white classroom? , ADL	Tips and strategies to consider when teaching predominantly white students about race and racism
	Perspectives for a Diverse America User Guide Teaching Tolerance ^(A, CA)	A K-12 literacy-based, anti-bias curriculum. Following a "backwards design" approach that begins with the Teaching Tolerance Anti-bias Framework.
	Creating an Anti-bias Learning Environment , ADL	Criteria for creating positive, anti-bias environments where respect for diversity is taught, modeled, and experienced firsthand
	Teaching for Global Competence Center for Global Education ^(SW)	This free online course supports capacity for teaching with a global focus. This course can begin building the foundations of a global competence culture in the classroom. Additional courses \$29 US
	Classrooms in Action Teacher Lit List ^(CA)	A list of articles and books to support educator capacity regarding anti-bias and cultural responsiveness.
	Classrooms in Action Lessons and Professional Learning ^(CA)	Lessons, activities, webinars and archived presentations to support capacity

Resources supporting other audiences are tagged accordingly:

Administrators ^(A); Social Worker ^(SW); Family/Community ^(F); and Classroom Activities ^(CA)

*See samples in Appendix

CLASSROOM ACTIVITIES

21st Century youth aren't waiting for adults to help guide them in interpersonal conversations. They are leading the way, boldly, courageously, sometimes naively entering conversations to change the societal narrative and therefore the future they will lead. Supportive for teacher and student use for equity and access capacity.

Preparing for conversations	K-8	Elementary Age definitions related to bias, injustice and bullying , ADL	The following definitions include words relating to bias, diversity, bullying, and social justice concepts and are written for elementary-age children. *
	K-12	25 mini-films for exploring race, bias and identity with students (2017) The New York Times	25 short New York Times documentaries that range in time from 1 to 7 minutes and tackle issues of race bias and identity. Several teaching ideas, related readings, and student activities included.
Facilitating conversations	K-5	Toolkit for "Gender Spectrum" Teaching Tolerance	A teachers' guide to support students experience and reflection from a gender-neutral activity, make time for students to reflect on the experience. Reflection questions included or used as a class discussion.
	6-12	The School Holiday Calendar	This lesson explores the debate about whether public schools, which typically close on major Christian and Jewish holidays, should also shutter for important celebrations in other faiths.
	9-12	Activity for "Straight" Talk about the n-word Teaching Tolerance	Hold a conversation without using the word! This teachers' guide supports students addressing the most leaded words in the English language and debate "Is there ever a place for the n-word?"
	9-12	Marriage Equality: Different Strategies for Attaining Equal Rights Teaching Tolerance	Designed to help students: understand the different strategies used in the struggle for equal rights; understand current struggles for marriage equality in a historical context of other struggles for equality and analyze primary sources.
	K-12	Toolkit for Beautiful Differences Teaching Tolerance	Joel Blecha's inspired students to think about ability, disability and accessibility. This toolkit will help you and your students (of all ages) discuss issues of accessibility and what they mean in your school and local community.
	K-12	Toolkit for Good Faith Teaching Tolerance	Many educators may be as unfamiliar with world religions as the kids they'll be teaching. This toolkit supports for considerations for a comparative or world religions class.
	K-12	Classrooms in Action Book Lists for classroom use	A list of books for students' capacity building regarding equity and access. This includes the NNSTOY Social Justice Book List from 2017 with grade level recommendations.
Building capacity for future conversations	K-12 Adult	Partners Against Hate: Peer Leadership	Descriptions of several free programs are included in this list from partnersagainsthate.org, varying in scope of implementation and focus on general or specific topics.
	9-12	Getting out of the Box Learning to Give.org	This three-lesson guide can support student leaders in their capacity to model appropriate and respectful perspectives and brainstorm a social action plan to heal racism.

Resources supporting other audiences are tagged accordingly:

Administrators (A); Social Worker (SW); and Family/Community (F); + All student resources support teachers

*See appendix for examples

FOR COUNSELORS/SOCIAL WORKERS/FAMILY ENGAGEMENT

This group of learning environment support personnel have perhaps the deepest background in supporting the development of positive social interactions within the local educational agency. With limited access to educators, students, and the community, their approach must be strategic, and impact driven. These resources support the task of long-term capacity building within and without the school.

Preparing for conversations	Race Matters: How to Talk Effectively About Race , Social Work. Career	Includes four key stages (according to Dr. Hardy) and underlying principles to consider (prior to). This site also offers a simple info graphic for helping build peer capacity.
	Glossary of Education Terms , Anti-Defamation League	Terms and definitions that are often associated with and provide a common, working language for anti-bias programs and resources.
	Illinois State Board of Education Anti-bias and Anti-hate resources	ISBE urges all school districts to develop proactive strategies aimed at preventing forms of discrimination and bigotry before they occur. A list of potential preventative measures and resources is offered.
Facilitating conversations Building capacity for future conversations	School Toolbox , AllSides.com	Use as a standalone program or to supplement curricula in other core content areas.
	Illinois Community of advocates for Racial Equity Toolkit ^(T)	Sections include structural racialization; framing for internal and external communication; implicit bias; racial justice glossary; and tools such as implicit bias slide deck, framing and communication tool, and organizational assessment tool; additional tools and resources.
	The Circle Way: Basic Guidelines for calling a circle , ^(T, CA) thecircleway.net	"Circle started around the cook-fires of humanity's ancestors and has accompanied us ever since. When we listen, we speak more thoughtfully. We lean in to shared purpose."
	Strategies for Parent Engagement: TSDC Toolkit for School Transformation , COFI	This Guide explicitly addresses the importance of parent engagement in improving school discipline and student behavior -- a focus that similarly is strongly supported by research -- identifying specific strategies and practices school administrators can undertake to make parents effective partners in implementing restorative justice in their schools.
	Family Focused Organizing Manuals for Phase 1, 2, 3	Used by multiple educational agencies across Illinois, these manuals (\$50 each) and available trainings are culturally responsive and supportive to parent led organizations for advocacy.
	Guide for implementing the Balanced and Restorative Justice Model ^(T, CA)	This guide from the national leaders in restorative practices is linked to the Illinois Balanced and Restorative Justice (IBARJ) site which also offers additional supports on restorative practices in schools.
Building capacity for future conversations	Applying an Equity lens to Social and Emotional and Academic Development Pennsylvania State University	Five opportunities are identified for overcoming five barriers contributing to inequitable access to high-quality SEL education.
	Focused Conversation ORID Institute of Cultural Affairs ^(T, CA)	"...a relatively simple process that enables a conversation to flow from surface to depth."
	Disrupting Inequity: Having Brave Conversations About Bias , UnboundED	Containing an overview of the facilitated conversation, with PowerPoint presentations, materials and detailed notes, resources, and activities. Educators are encouraged to modify for local school community. *

Resources supporting other audiences are tagged accordingly:

Administrators ^(A); Teachers ^(T); and Classroom Activities ^(CA).

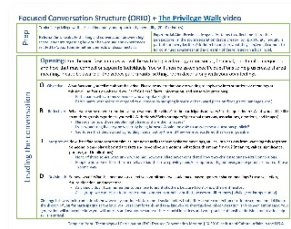
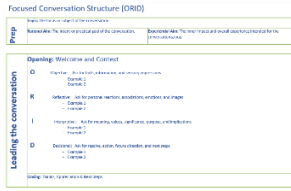
*See samples in Appendix

Conversation examples

The Art of Focused Conversation & Being Inside/Being Outside

Prep: Framework is the Art of Focused Conversation (AFC) with content (The privilege walk video) on your own to be clear regarding steps and intended outcomes. Ask a peer to review to help consider additional outcomes. Become comfortable with the content and the process and to support participants emotional expressions. High school level.

Template available at: <http://bit.ly/2qfpEUS>



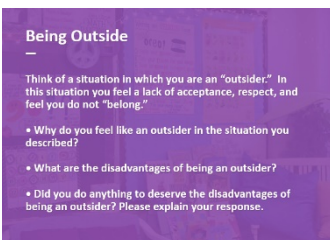
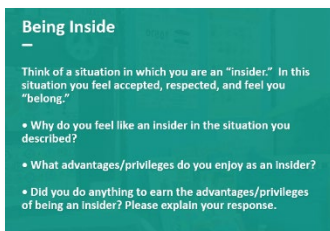
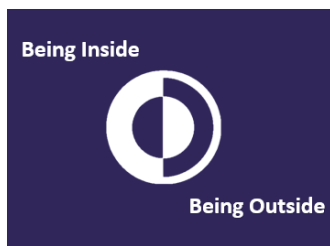
Using age appropriate literature or videos with representation of intergroup topics: a video regarding racial inequality and opportunity inequity.

The Privilege Walk

<https://www.youtube.com/watch?v=hD5f8GuNuGQ>

Prep: Framework from UnboundED with content addressing middle school SEL benchmarks; 2C) Analyze ways to establish positive relationships with others; 3B) Evaluate strategies for resisting pressures to engage in unsafe or unethical activities. 6-8 level.

Template available at: <http://bit.ly/2qfpEUS>



- Assign students to two groups; creating pairs that face one another standing in a long row. (*You can also split the room into triads and have each person share their answers.*)
- Ask the left side of room to be partner A and right side of the room to be Partner B.
- Partner A will answer the green slide questions first and then Partner B will answer.
- For the purple slide, Partner B will answer questions first and then Partner A will answer.
- Ask the pair to debrief what they took away from the back and forth.
- Debrief with the whole group, asking a few groups to share out what they took away/ what they learned about one another through this activity.
- Ask students to write a short reflection regarding the following:
 - 1) How does my inside/outside awareness impact positive relationships with classmates?
 - 2) How can my inside/outside positive relationships help resist negative choices?

Glossary

Access: In education, the term access typically refers to the ways in which educational institutions and policies ensure – or at least strive to ensure – that students have equal and equitable opportunities to take full advantage of their education.⁹

Anti-bias: An active commitment to challenging prejudice, stereotyping, and all forms of discrimination

Equity: Everyone getting what they need in order to have access, opportunities, and a fair chance to succeed. It recognizes that the same for everyone (equality) doesn't truly address needs and therefore, specific solutions and remedies, which may be different, are necessary.

Framing: As a verb, framing refers to the way in which an idea is presented and subsequently interpreted. The supporting details, context, and other cues can change the presentation of an idea and consequently affect the way in which the audience perceives the idea. Framing for communication is a more active process than simply recognizing existing frames of cognition. When frames are applied to a social problem, they lead to conclusions about the nature of that problem, the responsibilities of various parties, potential solutions, and the actions required. *Combined from: [See ICARE toolkit](#) page 6 and [Moving the Race Conversation Forward](#) page 4 and Conversation Ground Rules³*

Holding Space: Bring your entire presence to walk along with others without judgment, sharing a journey to an unknown destination. When done correctly, everyone reflects, learns and grows based upon collective intelligence. Those adept at holding space resist the strong urge to *fix* things – either by superficially making us feel better or by tethering our emerging perspective to objective categories. Adjusted from references.^{6 & 7}

Implicit Bias: The unconscious attitudes, stereotypes, and unintentional actions (positive or negative) towards members of a group merely because of their membership in that group. [ICARE toolkit](#) page 8.

Inter-group Conversations: A facilitated process between members of two or more social identity groups that strives to create new levels of understanding, relating and action.

Micro-aggressions: Everyday slights, indignities, put-downs, and insults that people of color, women, LGBT populations and other marginalized people experience in their day-to-day interactions. Micro-aggressions can appear to be a compliment but contain a “metacommunication” of hidden insult to the target groups to which it is delivered. They are often outside the level of conscious awareness of the perpetrator, which means they can be unintentional.

Multicultural: Means many or multiple cultures. The United States is multicultural because its population consists of people from many different cultures.

Opportunity Gap: The ways in which race, ethnicity, socioeconomic status, English proficiency, for familial situations contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students.⁹

Prejudice: Prejudging or deciding about a person or group of people without enough knowledge. Prejudicial thinking is frequently based on stereotypes.

Privilege: Unearned and often unseen or unrecognized advantages, benefits, or rights conferred upon people based upon their membership in a dominant group beyond what is commonly experienced by members of the non-dominant group.

Restorative Justice: A mindset. A philosophy that values relationships and creates space for multiple perspectives to be understood, to repair relationships when harm happens.

Restorative Practice: A set of tools that allow one to practice Restorative Justice – from various types of circles, to specific language choices, to how we include people in spaces to resolve conflict.

Social Justice: Recognizing and acting upon the power that we have for making positive change within the communities that a person is connected to.⁸

Stereotype: The false idea that all members of a group are the same and think and behave in the same way.

Structural Racism: The normalization that legitimization of an array of dynamics – historical, cultural, institutional, and interpersonal – that routinely advantage (Whites) while producing cumulative and chronic adverse outcomes for people of color.

White Privilege: Refers to the unquestioned and unearned set of advantages, entitlements, benefits, and choices bestowed on people solely because they are white (or perceived to be white).

Videos

<p>Each of these videos may support productive conversations of potentially sensitive topics.</p> <p>PLEASE review all videos in entirety prior to sharing with students and/or community participants.</p> <p>USE the sample conversation frameworks, from above, to assist in student and/or community conversation.</p>		
Elementary	<u>Kids Meet a Gender Non-Conforming Person</u>	<u>http://bit.ly/2JmT9gv</u>
	<u>Reverse Assumptions</u>	<u>http://bit.ly/2Q4xKeD</u>
	<u>What is Beauty</u>	<u>http://bit.ly/2EQkwAY</u>
Middle School	<u>Selective Attention Test</u>	<u>http://bit.ly/2CNPuXy</u>
High School	<u>Reverse Assumptions for HS</u>	<u>http://bit.ly/2DbvqQ3</u>
	<u>The Post Interview: Sexual Orientation of Strangers</u> (NOTE: Link is to follow up video due to explicit nature of original video)	<u>http://bit.ly/2SrzvE9</u>
	<u>The Privilege Walk</u>	<u>http://bit.ly/2JriagY</u>
	<u>Body Image</u>	<u>http://bit.ly/2CKceYJ</u>
Various	<u>25 Mini-Films for Exploring Race, Bias and Identity with Students</u> 25 short New York Times documentaries that range in time from 1 to 7 minutes and tackle issues of race bias and identity. Several teaching ideas, related readings and student activities included.	<u>https://nyti.ms/2Pvlpla</u>

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ISBE content specialists and passionate equity advocates

