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 publications[1] 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 <u>collective wisdom;</u> and 2) The practice of <u>non-judgmental speaking and listening</u> 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 norms[3].

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 recognized[4] 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 <u>before</u> introduction to potential participants as each has preparation and self-reflection before use.

<mark>Building capacity for future conversations</mark>: 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 <u>Courageous conversations about race: A field guide for achieving equity in schools</u>[10], 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**
	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: - 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

	INSTEAD OF:	**PRACTICE:**
Facilitating conversations	Doing nothing…	➢ Noticing and breaking silence regarding race talk ➢ Planning and purposefully initiating race talks
	Sidetracking the conversation…	➢ Understanding the meaning of emotions ➢ Validating and facilitating discussion of feelings ➢ Being open to discussing topics of race and racism
	Appeasing the participants…	➢ Uncovering the underlying individual and group dialogue (through process observations and interventions)
	Terminating the Discussion…	➢ Facilitating the <u>process</u> not the <u>content</u> of race talk ➢ Respecting differences in communication styles
	Becoming Defensive…	➢ 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). <u>Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation</u>. Corwin <u>Disrupting Inequity: Having Brave Conversations About Bias</u>. UnboundED	<u>Professional Learning Workbook and Modules</u>
	Tatum, Beverly Daniel. (2017). <u>Why are all the Black Kids sitting together in the cafeteria</u>. Basic Books	<u>Books for personal or group study</u>
	Sue, Derald Wing. (2015). <u>Race Talk.</u> Hoboken, NJ: Wiley Publishing	

FOR ADMINSTRATORS/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 *The Atlantic*	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, *Net Impact*	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:
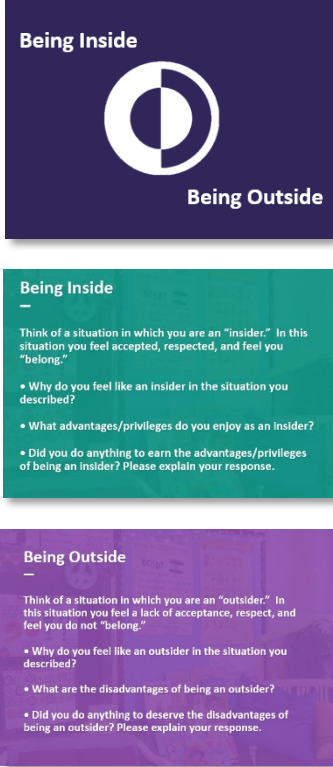Administrators (A); Teachers (T); and Classroom Activities (CA).
*See samples in Appendix

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**

Being Inside
 	
Being Outside
 	
Being Inside
Think of a situation in which you are an "insider." In this situation you feel accepted, respected, and feel you "belong."
• Why do you feel like an insider in the situation you described?
• What advantages/privileges do you enjoy as an insider?
• Did you do anything to earn the advantages/privileges of being an insider? Please explain your response.
 	
Being Outside
Think of a situation in which you are an "outsider." In this situation you feel a lack of acceptance, respect, and feel you do not "belong."
• Why do you feel like an outsider in the situation you described?
• What are the disadvantages of being an outsider?
• Did you do anything to deserve the disadvantages of being an outsider? Please explain your response.
	- 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 Rules[3]

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, LBGT 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 legitimatization 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

Each of these videos may support productive conversations of potentially sensitive topics. **PLEASE** review all videos in entirety prior to sharing with students and/or community participants. **USE** the sample conversation frameworks, from above, to assist in student and/or community conversation.		
Elementary	**Kids Meet a Gender Non-Conforming Person**	**http://bit.ly/2JmT9gv**
	Reverse Assumptions	**http://bit.ly/2Q4xKeD**
	What is Beauty	**http://bit.ly/2EQkwAY**
Middle School	**Selective Attention Test**	**http://bit.ly/2CNPuXy**
High School	**Reverse Assumptions for HS**	**http://bit.ly/2DbvqQ3**
	The Post Interview: Sexual Orientation of Strangers (NOTE: Link is to follow up video due to explicit nature of original video)	**http://bit.ly/2SrzvE9**
	The Privilege Walk	**http://bit.ly/2JriaqY**
	Body Image	**http://bit.ly/2CKceYJ**
Various	**25 Mini-Films for Exploring Race, Bias and Identity with Students** 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.	**https://nyti.ms/2PvIpIa**

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