



Social Justice Lessons
in
District 97

May 13, 2021
D97 Parent University

Social Justice Lessons:

Building a Foundation for
Inclusive & Anti-Racist Work in District 97

Invitations for the session

- Listen with curiosity
- Be patient, this is a process.
- Recognize that we are all still learning.

Emotions are normal, especially when discussing RACE & IDENTITY

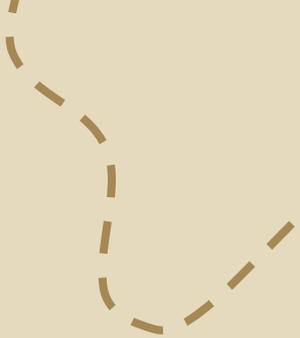
Common emotions people of color experience with race talk

- Resentment
- Pessimism
- Hopelessness
- Anger
- Frustration
- Embarrassment

Common emotions white people experience with race talk:

- Defensiveness
- Fearfulness
- Anger
- Inadequacy
- Confusion
- Helplessness
- Guilt
- Blame

INTRODUCTIONS



DR. EBONEY LOFTON

Chief Academic and
Accountability Officer

DR. TAWANDA LAWRENCE

Senior Director of
Curriculum, Instruction &
Assessment

EMILE WILLIAMS

2nd Grade Teacher
Irving School

BETSY PARKINSON

Curriculum Coordinator

JEN BROWNING

5th Grade Teacher
Irving School

MAGGIE CAHILL

Culture & Climate Coach
for Hatch, Holmes,
Lincoln, & Whittier

KATIE TRATHEN

Culture & Climate Coach
for Beye, Irving,
Longfellow & Mann



The Goal: To develop students who are able to identify injustices and act in a way that promotes justice and equity



Where have we been?

Where have we been?

- District 97 has created a strong vision around equity and made a commitment to being equitable, inclusive and focused on the whole child.
- Diversity Council
- Equity Team
- 5th Grade Department Work
- Incredible work of individual teachers

Our Primary Resource: Learning For Justice

Welcome to Learning for Justice— Formerly Teaching Tolerance!

Our work has evolved in the last 30 years, from reducing prejudice to tackling systemic injustice. So we've chosen a new name that better reflects that evolution: Learning for Justice.



LEARNING FOR JUSTICE



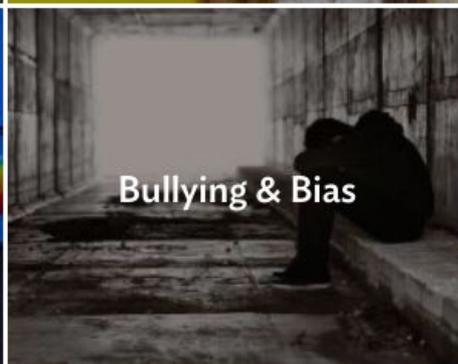


Where are we now?

Where are we now?

- Curated lessons from our resource for teachers to use with students on 2 of the 4 standards (Identity & Diversity)
- Teachers are introducing these lessons during morning meetings and throughout the day.
- Supporting the lessons with the purchase of books for each school
- Established an Inclusive and Anti Racist Curriculum committee to advise and continue this work

Topics Addressed in Learning for Justice



Identity Anchor Standards

Diversity Anchor Standards

Justice Anchor Standards

Action Anchor Standards

- Provides a road map for anti-bias education for grades K-12
- Standards are divided into four domains—identity, diversity, justice and action (IDJA)
- Domains represent a continuum of engagement in anti-bias, multicultural and social justice education
- Comprised of anchor standards and age-appropriate learning outcomes
- Builds students' knowledge and skills related to both prejudice reduction and collective action

Why identity and diversity first?

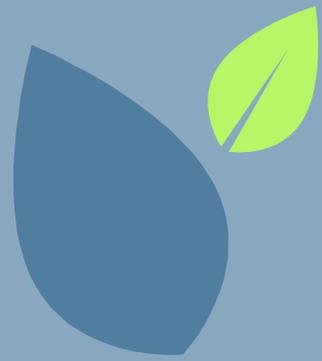
K-2 Outcomes and Lessons for Identity Standards

ID.1	I know and like who I am and can talk about my family and myself and name some of my group identities.	<u>What is a Family?</u>
ID.2	I can talk about interesting and healthy ways that some people who share my group identities live their lives.	<u>Community</u>
ID.3	I know that all my group identities are part of me—but that I am always ALL me.	<u>Different Colors of Beauty</u> <u>What are Gender Stereotypes</u>
ID.4	I can feel good about myself without being mean or making other people feel bad.	<u>Everyone's a Helper</u> <u>Different Colors of Beauty</u> <u>What is a Portrait?</u>
ID.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.	<u>It's OK to be Different</u> <u>A Healthy Way to Show Feelings</u>
Additional Resources for Morning Meetings		<u>Greetings, Sharings, & Morning Messages</u>

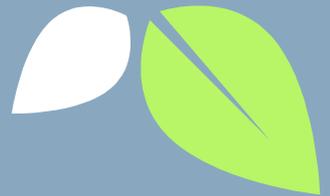
3-5 Outcomes and Lessons for Diversity Standards

DI.6	I like knowing people who are like me and different from me, and I treat each person with respect.	<ul style="list-style-type: none">● <u>Identity Posters</u>● <u>Place as a Mirror of Self and Community</u>● <u>The Skin You Live In</u>
DI.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.	<ul style="list-style-type: none">● <u>What Makes a Family?</u>● <u>Me & We: We are all Similar and Different</u>
DI.8	I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.	<ul style="list-style-type: none">● <u>Body Image</u>● <u>Art and LGBT Rights: A Study of Symbols</u>
DI.9	I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.	<ul style="list-style-type: none">● <u>What is a Disability?</u>● <u>What is Ableism?</u>● <u>Paper Plate Portraits</u>
DI.10	I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.	<ul style="list-style-type: none">● <u>Different Colors of Beauty Pt 2: Interviewing our Families</u>● <u>Exploring Young Immigrant Stories</u>

Student Experience



The Skin You Live In



The Skin You Live In



Objective

The objective of this lesson is to help kids love the the skin they live in!

The Skin You Live In



Greeting

Greet your friends by saying your name and one thing you love to do in your skin!

Example:

“My name is Yasmine and I love to eat ice cream in my skin!”

The Skin You Live In



Let's Discuss

Look around at our classmates. One of the things we can notice is that we all have different colors of skin. Let's look at some words that help us talk about this.

The Skin You Live In

Vocabulary

Vocabulary - Pt 1

- **color** [kuhl-er] (*noun*) the natural appearance of something, including how bright it is and what shade it is
- **skin** [skin] (*noun*) the outer covering of a human or animal body
- **skin color** [skin kuhl-er] (*noun*) the coloring of a person's face and skin
- **race** [reys] (*noun*) one of the major groups into which human beings can be divided. As a social construction, it relates to the grouping of people based on physical characteristics, such as skin color, often for the purpose of creating the perception of a superior race.

The Skin You Live In



Activity

Let's Read and Write
about Skin!

[Listen to the story](#)

The Skin You Live In



Activity

Write your own poem about your skin.

You might use this frame:

It's my ----- skin

My ----- skin

I love to ----- in my ----- skin.

My ----- skin

I love the skin

that holds the me within skin.

The Skin You Live In



Morning Message

Today as you go about your day, think about how beautiful your skin is and all the things you love to do in your skin!

The Skin You Live In



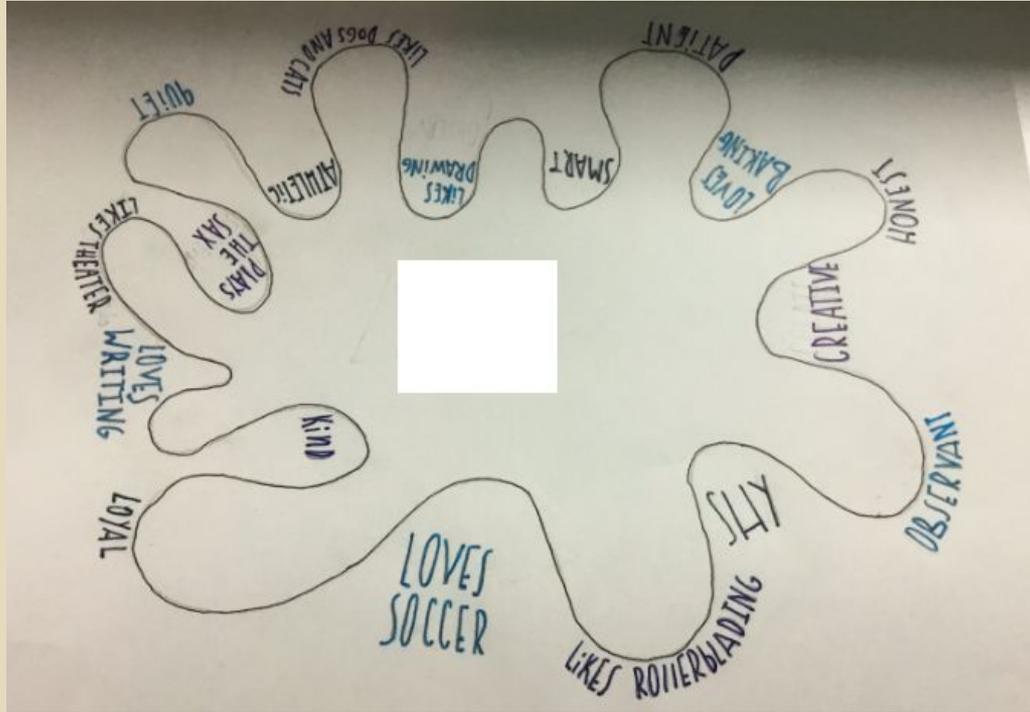
Opportunities for Cross-Curricular Connections and Collaboration

FLES: Review skin color words.

ELA: Write poems about hair, skin, eyes. Make a book of poems about you.

Science: Think about animals. What other kinds of animal coverings are there besides skin? How do animal coverings help the animals?

Identity Web and Poem



"Where I'm From" Identity Poem
By

I am from... illinois.

From... a family of six.

I am from... two lands far far away

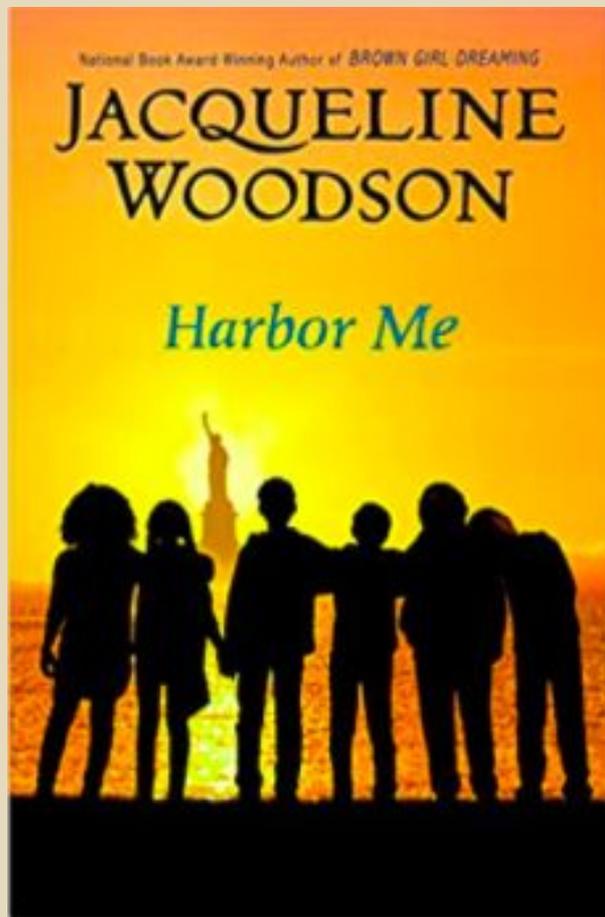
From... pages of a books

I am from... the slopes of a snow covered mountain

From... the stretch of a long road.

I am from... a ^{full} box of a thousand bricks.

From... the kitchens of my grandma.



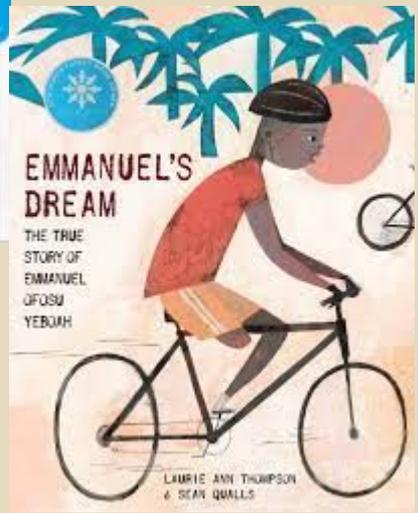
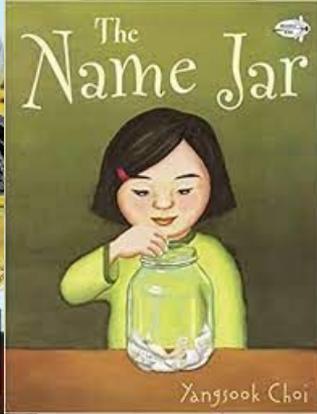
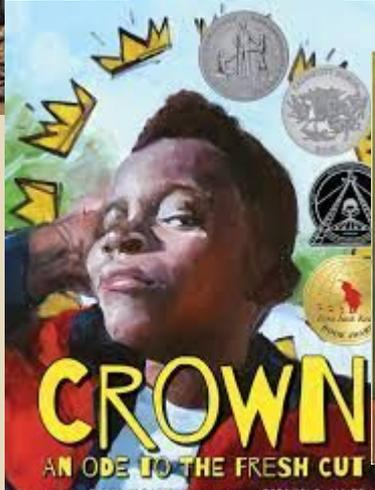
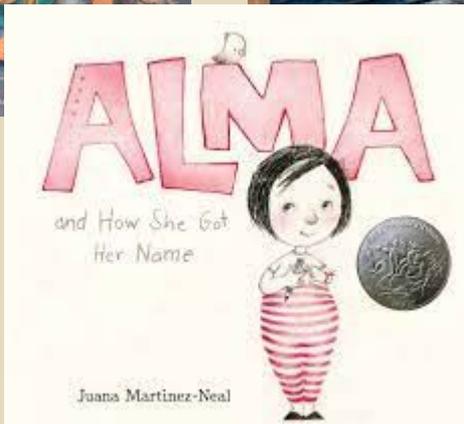
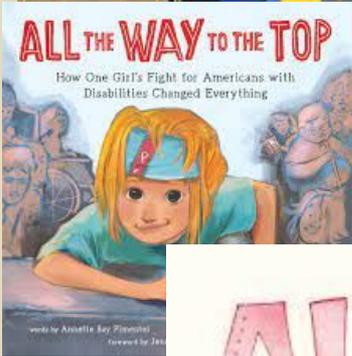
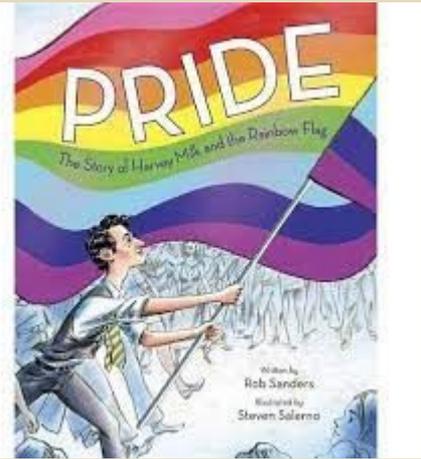
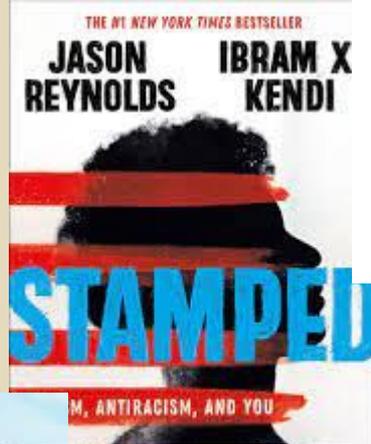
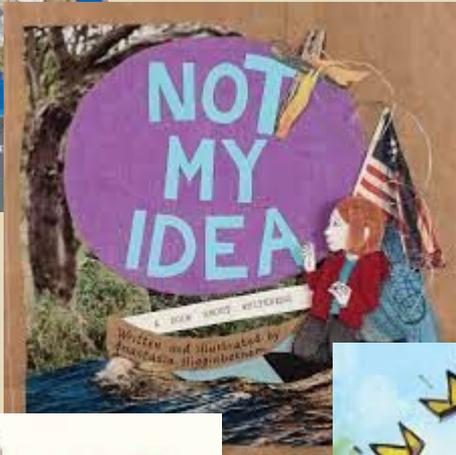
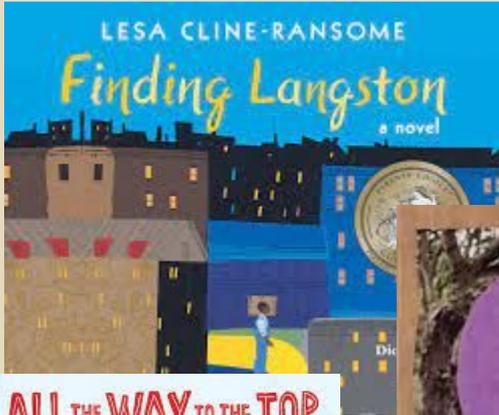
INJUSTICE IN AMERICA

CHAPTER 28

in Chapter 28, Tiago expresses a feeling that many in ARTT have when he says, "...it feels like this place [America] wants to break my heart." What do you think Tiago means when he says this? What causes him to feel this way? Write a paragraph that explains Tiago's feelings. Support what you say by using at least three details or examples from the book.

I think Tiago means that even though he lives in America, a place where some people in other countries might think that they will have more freedom and rights despite their race or religion, he feels like America isn't what people like his mom had thought. Tiago says that his mom had future dreams of America, but America didn't have future dreams for her. He describes that even though he's from Puerto Rico, people still don't accept that he and his family speaks Spanish. By saying that he feels like America wants to break his heart, he's saying that time after time things have happened in America that aren't good, and they aren't stopping.

Books to Support Lessons



3. This past week we used writing time to draw and write sentences about our stuffed animal friends that I used to help teach the class. You can see me with Mabel the elephant below. When writing about Mabel on Wednesday one student asked, "Mabel, do you want us to use *she* or *he* in the sentence?" Mabel was gushingly appreciative of such a respectful question and said that she prefers "she." Thus, I saw an opportunity to further understand ideas around gender identity when drawing and writing about another stuffed animal friend, First Place Bunny. Sure enough, several students asked First Place Bunny, "Do you prefer *she* or *he*?" First Place Bunny said, "I don't feel like either a she or a he. Can you please use *they* when talking and writing about me?" The kids again made connections to the book mentioned above and discussions around people who identify as non-binary. You can see one student's writing below. Please let me know if you have any questions about this topic; I understand it's new information for lots of folks. I'm here to help!



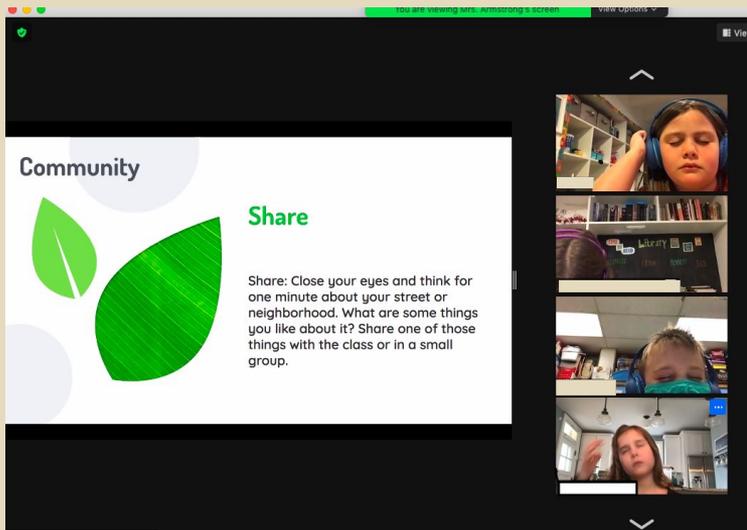
Kindergarten
Newsletter:

Student
learning as a
result of
ongoing work to
dismantle
gender
stereotypes.

Community

Share

Share: Close your eyes and think for one minute about your street or neighborhood. What are some things you like about it? Share one of those things with the class or in a small group.

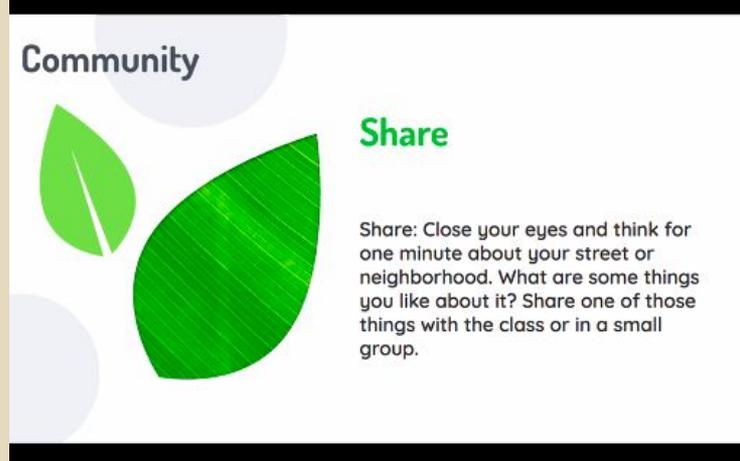
A screenshot of a Zoom meeting. On the left, a presentation slide titled "Community" with a sub-heading "Share" is displayed. The slide contains text and two green leaf graphics. On the right, a grid of four video feeds shows students in a classroom setting. The top feed shows a girl with blue headphones, the middle feed shows a boy with a green mask, and the bottom feed shows a girl with her hand raised.

*Students in
Ms. Armstrong's
first grade class at Mann
think about community as
part of an Identity Lesson*

Community

Share

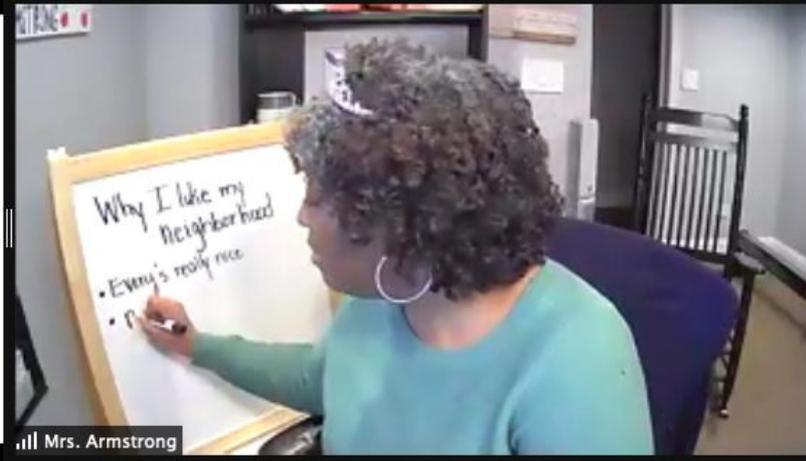
Share: Close your eyes and think for one minute about your street or neighborhood. What are some things you like about it? Share one of those things with the class or in a small group.

A close-up of the presentation slide from the Zoom meeting. It features the title "Community", the sub-heading "Share", and the same text and leaf graphics as seen in the screenshot above.

Why I like my Neighborhood

- Even's really nice
- P

Mrs. Armstrong

A photograph of Mrs. Armstrong, a woman with curly hair and a teal shirt, sitting at a desk and writing on a whiteboard. The whiteboard has the title "Why I like my Neighborhood" and a list of items. The name "Mrs. Armstrong" is visible in the bottom left corner of the photo.



Where are we going?

Areas of Focus

- Trimester 1: Anti-Racist Curriculum Development and Professional Learning
- Trimester 2: Identity Standards
- Trimester 3: Diversity Standards
- Summer Work: Committee Curates Resources for Justice and Action Standards
- SY 21-22: Implement ALL standards & Social Studies Resource Review

Questions

**Thank you to community members who
submitted questions ahead of time!**

They're not too young to talk about race!



At birth, babies look equally at faces of all races. At 3 months, babies look more at faces that match the race of their caregivers. (Kelly et al., 2005)

Children as young as two years use race to reason about people's behaviors. (Hirschfeld, 2008)

By 30 months, most children use race to choose playmates. (Katz & Kofkin, 1997)

Expressions of racial prejudice often peak at ages 4 and 5. (Aboud, 2008)

By five, Black and Latinx children in research settings show no preference toward their own groups compared to Whites; White children at this age remain strongly biased in favor of whiteness. (Dunham et al., 2008)

By kindergarten, children show many of the same racial attitudes that adults in our culture hold—they have already learned to associate some groups with higher status than others. (Kinzler, 2016)

Explicit conversations with 5–7 year olds about interracial friendship can dramatically improve their racial attitudes in as little as a single week. (Bronson & Merryman, 2009)

Young children notice and think about race. Adults often worry that talking about race will encourage racial bias in children, but the opposite is true. **Silence about race reinforces racism** by letting children draw their own conclusions based on what they see. Teachers and families can play a powerful role in helping children of all ages develop positive attitudes about race and diversity and skills to promote a more just future—but only if we talk about it!

Do some learning of your own to get ready for conversations with children.

Here are some good places to seek *information* and *training*:

- Teaching Tolerance — tolerance.org
- Raising Race Conscious Children — raceconscious.org
- Embrace Race — embraceace.org
- Teaching for Change — teachingforchange.org
- AORTA Cooperative — aorta.coop
- Fortify Community Health (CA) — fortifycommunityhealth@gmail.com
- Delaware Valley Assoc. for the Education of Young Children (PA) — dvaevc.org

Will talking about and teaching race make my child more racist?



*Were other
programs like
Chloe Valdary's
Theory of
Enchantment
considered?*

*When D97 was deciding on
its Anti-Racism Curriculum,
was there an RFP put out
with specific goals and
measurable outcomes?*

Which trainings will staff complete in order to teach how to do anti-racist work and other social justice issues such as police reform and activism? Which organizations/individuals will be conducted the training? How many hours are staff required to fulfill through these trainings? Will anti-racism lessons be taught by white teachers at any point without representation from people of color?

We hope that discussions and lessons about anti-racism will be taught, or at least co-taught by people of color who have experience as both recipients of racism and fighters against racism. Representation is imperative.



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The background is a solid light green color. It is decorated with several white dashed lines that form abstract, organic, and somewhat circular shapes. These shapes are scattered across the page, with some appearing as concentric loops and others as more irregular, flowing lines. The overall effect is a clean, modern, and slightly whimsical aesthetic.

Thank you!