CLASSROOM TOOLS

CRITICAL PRACTICES
FOR ANTI-BIAS EDUCATION

TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

TOLERANCE.ORG

ABOUT THE SOUTHERN POVERTY LAW CENTER

The Southern Poverty Law Center, based in Montgomery, Alabama, is a nonpartisan 501(c)(3) civil rights organization founded in 1971 and dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of society. It neither endorses political candidates nor engages in electioneering activities.

ABOUT TEACHING TOLERANCE

Founded in 1991, Teaching Tolerance is an educator-serving nonprofit organization dedicated to helping teachers and schools prepare children and youth to be active participants in a diverse democracy.

The program publishes *Teaching Tolerance* magazine three times a year and provides free educational materials, lessons and tools for educators committed to implementing anti-bias practices in their classrooms and schools. To see all of the resources available from Teaching Tolerance, visit tolerance.org.

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Introduction

As more and more emphasis is placed on improving academic outcomes, it can begin to feel as if there just isn't enough time for relationship building and social-emotional learning. But that doesn't have to be the case.

This critical practices guide offers practical strategies for creating a space where academic and social-emotional goals are accomplished side by side. It also provides valuable advice for implementing culturally responsive pedagogy and describes how teachers can bring anti-bias values to life by

- building and drawing on intergroup awareness, understanding and skills;
- creating classroom environments that reflect diversity, equity and justice;
- engaging families and communities in ways that are meaningful and culturally competent;
- encouraging students to speak out against bias and injustice;
- including anti-bias curricula as part of larger individual, school and community action;
- supporting students' identities and making it safe for them to fully be themselves; and
- using instructional strategies that support diverse learning styles and allow for deep exploration of anti-bias themes.

Critical Practices for Anti-bias Education is organized into four sections: Instruction, Classroom Culture, Family and Community Engagement, and Teacher Leadership. In each section, you can explore recommended practices, find helpful explanations and learn how each practice connects to anti-bias education. Drill down further for specific strategies you can try in your own classroom.

The critical practices in this guide are supported by the Social Justice Standards and classroom resources available through tolerance.org.

SOCIAL JUSTICE STANDARDS

The critical practices in this guide are based on the values exemplified in the Teaching Tolerance Social Justice Standards. These standards offer the first road map for anti-bias education at every grade level and is organized into four domains: Identity, Diversity, Justice and Action. Together, these domains represent a continuum of engagement in anti-bias, multicultural and social justice education.

The standards include a set of anchors, grade-level outcomes and school-based scenarios to show what anti-bias attitudes and behavior may look like in the classroom. You can see the full Social Justice Standards on page 23.

PERSPECTIVES TEXTS

The Perspectives Text Library offers a diverse mix of stories and perspectives. This multi-genre, multi-media collection aligns with the Common Core's recommendations for text complexity and the Teaching Tolerance Social Justice Standards. Users select from informational and literary nonfiction texts, literature, photographs, political cartoons, interviews, infographics and more.

tolerance.org/classroom-resources/texts

TEACHING STRATEGIES

Teaching Tolerance offers an array of teaching strategies to build literacy and social-emotional skills while exploring meaningful texts. Unlike conventional or scripted lesson plans, these strategies allow educators to select and combine vocabulary, reading, and speaking and listening activities, customizing a pathway that supports their instructional goals.

tolerance.org/classroom-resources/teaching-strategies

STUDENT TASKS

Designed to measure student writing, civic engagement and critical literacy skills, student tasks are divided into two groups. "Write to the Source" tasks allow students to demonstrate their argumentative, explanatory and narrative writing skills by responding to customizable prompts. "Do Something" tasks empower them to take action in their school and community.

tolerance.org/classroom-resources/student-tasks

Instruction

CRITICAL PRACTICES

1. Critical Engagement with Material

2. Differentiated Instruction

3. Cooperative and Collaborative Learning

4. Real-World Connections

5. Values-Based Assessment, Evaluation and Grading

1. Critical Engagement with Material

DESCRIPTION

In his writing on transformative education, Brazilian educator Paulo Freire cautions teachers against what he calls "banking education," particularly when trying to teach students about social and community issues. As Freire describes it, the "banking" metaphor sees students as empty containers into which teachers "deposit" knowledge. Students take in and catalog the information, sort it and repeat it when asked. They are not encouraged to bring a critical lens to their studies, weigh new information against their own experience or question teachers or textbooks.

Genuine anti-bias education challenges the fundamental assumptions and relationships at the heart of "banking education." Rather than assuming teachers hold all the knowledge, an anti-bias approach prioritizes critical student engagement, analysis and voice. It rests on a foundation of mutual dialogue; teachers become learners, and learners become teachers. This is especially important when talking about issues of identity, power, privilege and bias, where deep understanding relies on multiple perspectives.

Critical engagement requires questioning, forming and challenging opinions, and feeling outrage or inspiration. It is about helping individuals find their voices and learn to trust their instincts. And it is about teaching the value of what students know and encouraging them to use their knowledge in the service of their academic, personal, social and political lives.

CONNECTION TO ANTI-BIAS EDUCATION

Teaching critical engagement supports three of the four anti-bias domains: Identity, Justice and Action. Critical engagement prepares students to make the material their own, connect classroom learning to real issues and take action toward advancing equity and justice in their schools and communities. Academically, it provides a crucial foundation for critical literacy.

STRATEGIES

Open-Ended and Higher-Order Questions The questions teachers ask profoundly shape learning. Critical engagement requires open-ended inquiries for which there is no single "right" answer. Students should be asked to form and defend their opinions about the meaning of complex texts and social realities. Open-ended questions are prompts like "Which of the rights in the Universal Declaration of Human Rights do you think are most important and why?" as opposed to "Which five rights in the Universal Declaration of Human Rights are focused on economic issues?" The second question only asks students to memorize and recall. While close and critical reading requires students to ask and answer text-dependent questions, it is important that those questions also promote discussion, stimulate student thinking and allow students to hypothesize, speculate and share ideas.

Reading Against the Grain A "reading" refers to what we believe a text means, yet a text can have entirely different meaning depending on the context in which it is read. In this critical literacy strategy, students analyze the prevailing interpretations of a text and produce alternative or "resistant" readings to draw attention to gaps, silences, contradictions, beliefs and attitudes that typically go unexamined by the dominant cultural reading. When students read against the grain, they push back against the default, privileged reading and bring the experiences of less-represented individuals and groups into the textual discourse.

Text-to-Text, Text-to-Self, Text-to-World This is an analytical reading strategy in which students are asked to consider three levels of connection in the text. The first level looks for relationships between the text and other material students have read. The second level asks students to connect the text to their own lives. The third level explores connections between the text and the larger world. For more details, visit **t-t.site/text2strategy.**

Project-Based Learning Project-based learning involves the use of performance-driven projects rather than simple "lecture, drill and test" practices. Project-based learning increases student engagement,

supports critical thinking and builds analytical, application and teamwork skills. Projects allow students to develop interdisciplinary problem-solving strategies. They also offer the opportunity for students to learn from one another.

Discover more about project-based learning at **bie.org** or **edutopia.org/project-based-learning**.

The strategies, tasks and texts available in the Classroom Resources section of tolerance.org lend themselves to project-based learning.

2. Differentiated Instruction

DESCRIPTION

Rather than bringing a "one size fits all" mentality to curriculum and learning, teachers who practice differentiated instruction vary and adapt their strategies to fit individual student needs, backgrounds, skill levels, talents and learning profiles. This approach actively honors and addresses student diversity.

Differentiated instruction supports student success while maintaining the cognitive demand of the curriculum. An example of differentiated instruction is organizing a classroom with spaces for both individual work and collaborative conversation; students are able to choose the space that fits their needs. Another example is offering students a variety of options for demonstrating mastery of a given unit (e.g., write an essay or poem, put together a media presentation or create an annotated art piece).

A few key areas provide important opportunities for differentiation:

- Cultural styles and forms of expression
- Language background and proficiency
- Learning differences, IEPs and other special needs

Along with addressing academic access and supports, differentiated instruction can normalize differences and highlight diversity as a positive aspect of the learning process.

CONNECTION TO ANTI-BIAS EDUCATION

Differentiated instruction supports two of the four anti-bias domains: Diversity and Justice. Acknowledging that different people need different learning supports reflects deep commitment to valuing diversity. This approach broadens access to the curriculum's textual information and supports critical thinking, social analysis and historical understanding, all necessary to social justice education.

Differentiated Learning

Teaching Tolerance's custom Learning Plan Builder gives teachers flexibility to provide several reading selections on the same theme—some more complex than others—but all designed to address literacy skills.

tolerance.org/learning-plan/build-a-plan

STRATEGIES

Tiered Activities Tiered activities allow all students to engage the same material, but with different levels of support, challenge or complexity. For example, teachers may develop multiple vocabulary lists, ask a variety of analytical questions or offer different tasks depending on students' background knowledge or reading skills.

Incorporation of Multiple Modalities Teachers drawing on the "multiple intelligences" work of Howard Gardner incorporate a variety of linguistic, visual, kinesthetic, artistic, logical/scientific and interpersonal approaches to learning. The goals and objectives of instruction stay the same, but the process and product of student learning can be differentiated.

Word Work for Multiple Modalities

The Word Work teaching strategies offer a variety of vocabulary-instruction techniques that draw on artistic and visual intelligence (Illustrated Vocabulary), linguistic intelligence (Meaning-Making Paragraphs) and kinesthetic intelligences (Vocabulary Tableau).

tolerance.org/classroom-resources/teaching-strategies

Use of Technology to Support Different Learning Styles and Language Needs Technology makes it possible to customize instruction to meet individual learning needs. For example, some computers and tablets offer the option for readers to hear text while they follow along. This can benefit auditory learners, special education students and English-language learners. Whether it's using an interactive whiteboard or allowing students to answer teacher-generated questions via cell phone, a wide range of technological resources can break the "one size fits all" mold that holds many students back.

3. Cooperative and Collaborative Learning

DESCRIPTION

Working in small groups can help students achieve collaborative goals, deepen their understanding and foster intergroup relationships. Classmates pool their knowledge and skills, answer one another's questions and solve problems as a team. When done well, this practice crosses lines of social identity and academic achievement, supports equitable access to content knowledge and broadens participation.

Unlike teacher-centered instruction, cooperative learning prioritizes peer conversation and student-driven inquiry. In diverse classrooms, cooperative learning allows students to learn from peers with different backgrounds and work with partners they may not reach out to as friends.

Although cooperative learning is done in groups, not all group projects and team activities promote meaningful intergroup interaction. True cooperative learning has several key features:

- Clear expectations of respect for diversity
- Explicit respect for and incorporation of multiple perspectives and intelligences
- Individual and group accountability for what is learned and created
- Proactive strategies to ensure equal participation and to dismantle existing racial, gender, socioeconomic, linguistic, academic or other divisions. Examples of proactive strategies include

  – assigning roles to different team members in accordance with their strengths;

  – planning projects that require a broad range of skills, including some that do not necessarily correlate with academic achievement (e.g., artistic, theatrical, interpersonal, bilingual or community awareness skills); and

  – requiring groups to solicit and synthesize or compare/contrast the perspectives of diverse team members.
- Shared goals that promote interdependence and require meaningful participation
- Strong attention to group process skills, including communication, decision making, trust building, facilitation, conflict management, compromise, and other collaborative and cross-cultural skills
- Thoughtful grouping of students that brings together different demographics, skills and needs

CONNECTION TO ANTI-BIAS EDUCATION

Cooperative learning supports two of the four anti-bias domains: Diversity and Justice. It encourages students to view diversity as an asset and teaches effective teamwork across differences. Requiring students to work toward shared goals fosters cross-group friendships and builds collective ownership. Research has shown that these types of interactions reduce prejudice across racial, class and other divisions. By explicitly teaching communication, collaboration and trust-building skills, teachers can provide a foundation for young people to work toward equity, inclusivity and justice.

STRATEGIES

Cooperative learning is both a mindset and a way to structure classroom interaction. Over the past several decades, teachers and researchers have designed hundreds of collaborative activities and strategies for use in classrooms from kindergarten through college. The strategies that follow lend themselves to teaching critical literacy and anti-bias material.

Jigsaw In Jigsaw, each student is a member of two groups: a home group and an "expert" group. Each student in a home group is assigned a different topic from a reading (i.e., no two students in the same home group will have the same topic). Students then leave their home group and explore their assigned topic with the other students assigned to the same topic (their "expert group"). Once the students have become "experts" in their particular topic, they return

to their home groups to share what they have learned. All students thereby benefit from the expertise their groupmates developed while away from "home."

Numbered Heads Together Numbered Heads Together promotes both group discussion and individual accountability. Students are placed in small groups, and each student in the group is given a different number. The teacher poses a question, and the group members "put their heads together" to figure out the answer. The teacher then calls a number and asks students with that number (e.g., all the "threes") to answer. Because no one knows which number will be called, all group members must be prepared. This strategy also ensures that the same students do not answer all the questions.

Inside-Outside Discussion Circles The Inside-Outside Discussion Circles strategy involves all students in processing or reviewing material. The activity begins with students standing in pairs in two concentric circles. The inside circle faces out; the outside circle faces in. The teacher poses a question or assigns a brief task**.** All students in the inside circle respond for a minute or two. Then the students in the outside circle respond to the same question or to a different one. After each partner has had a turn, everyone from the inside circle moves one step to the right, and the process is repeated with new partners. This strategy can be used for factual review, personal reflection, analysis or application. A class share-out can be used to review and synthesize key points.

4. Real-World Connections

DESCRIPTION

It's important to help students connect what they learn to their lives and to the world around them. Research has shown that meaningful connections between learning and real life promote student engagement, positive identity development and achievement.

With some texts—for example, a story about exclusion in school or a piece about how media images affect youth—relevance to students' lives will probably be clear. In these cases, classroom activities can be structured around thoughts and discussions young people are already having. For texts that don't intersect class members' daily realities, students might need help connecting the dots.

In either situation, students should consider *why* the texts are important, not just what they mean. What does this material have to do with their lives? How does it help them understand their families or communities? How does their learning connect to events in the news? And how can they use it to take action?

CONNECTION TO ANTI-BIAS EDUCATION

Real-world connections support three of the four anti-bias domains: Identity, Justice and Action. Focusing on relevant topics allows students to connect their identities to the larger world, increasing student engagement. These connections provide an important foundation for critical literacy, analysis and social justice action. They also increase the likelihood of mastering the Common Core State Standards.

Real-World Connections

Many of the texts in the in the Perspectives Text Library raise questions about students' identities and experiences and offer opportunities for action.

tolerance.org/classroom-resources/texts

STRATEGIES

Personal Reflection Prompts Guided reflection exercises help students connect material to their own lives and to the world. Reflection can occur through writing, art, individual conversation, group work or class discussions. Possible guided reflection questions include these: How does the text connect to your personal experiences? What inspires or upsets you about the text? What questions does the text raise? How do you see issues from the text playing out in your school or neighborhood? What do you want to change as a result of your reading?

Connecting to Current Events For contemporary pieces, teachers or students may bring in statistics or news stories about current social and political events related to the text. For historical documents, students can compare and contrast the text with current realities or trace the long-term impact of policies, attitudes, challenges or movements.

Service Learning and Social Action Projects Service learning helps students of all ages comprehend the significance of social issues. Individual and group projects may be planned by the teacher or developed by the students themselves. Thoughtful planning and reflection are critical when planning service learning activities.

Learn more about service learning at **tolerance.org/service-learning.**

The Do Something tasks build social action into the literacy experience, helping students extend ideas from the central text into their communities.

tolerance.org/classroom-resources/student-tasks

5. Values-Based Assessment, Evaluation and Grading

DESCRIPTION

How can a system of classroom evaluation, assessment and grading instill values such as equity, collaboration, justice and respect for diversity? Teachers can reflect on this question and the list below as they align their own evaluation and grading policies with classroom, school and community priorities.

Here are some questions to consider in evaluating student progress:

- How can we be sure our systems of evaluation promote success for *all* students rather than fostering competition?
- How can assessment tools and grading policies be used to build skills for collaborating across differences instead of supporting only individual achievement? Are there ways to shift the norm that working together is considered "cheating"?
- How can evaluation and grading practices support authentic, critical engagement with texts and other material?
- How can assessment policies model respect for multiple perspectives and opinions?
- How can evaluation, assessment and grading policies avoid compounding academic differences based on gender, home language, immigrant experience, race, culture, socioeconomic status or ability?

CONNECTION TO ANTI-BIAS EDUCATION

Values-based assessment and grading support two of the four anti-bias domains: Diversity and Justice. Evaluation practices shape both academic opportunities and student identities. Practices that support collaboration, authentic engagement and equal opportunity value diverse student learning styles and challenge the widespread tracking of students from different backgrounds.

STRATEGIES

Scoring Guides and Rubrics

A rubric is a scoring tool that defines expectations for the components of an assignment or piece of work. Rubrics support ongoing learning efforts by making performance expectations clear to all class members and reducing subjectivity in grading practices. They can also describe value-based expectations for students, such as working respectfully with peers or including multiple points of view in writing.

Assessment of Process *and* Product Collaboration, conflict management and synthesis of multiple perspectives are difficult to assess. However, these skills should be evaluated along with content, presentation and other academic elements. As with any evaluated performance, these skills must be explicitly taught and the expectations thoroughly explained.

Distinguishing Assessment of Language Proficiency from Assessment of Other Material It is important not to conflate limited English language proficiency with lack of understanding or analytical skill.

Grade Against Learning Objectives, Not Against Other Students Instead of grading on a "curve" (using the most advanced student work to set the standard for what counts as an "A"), this strategy suggests setting concrete learning objectives at the beginning of a lesson and measuring each student's success against those objectives. Anyone who meets the lesson's learning goals (as measured by a defined rubric) receives high marks, regardless of how that student's work compares with what other students have done. This strategy guards against the performance of more advanced students making it harder for other students to do well.

Classroom Culture

CRITICAL PRACTICES

6. Honoring Student Experience

7. Thoughtful Classroom Setup and Structure

8. Shared Inquiry and Dialogue

9. Social and Emotional Safety

10. Values-Based Behavior Management

6. Honoring Student Experience

DESCRIPTION

When asking students to explore issues of personal and social identity, teachers must provide safe spaces where students are seen, valued, cared for and respected. It is also important that students have opportunities to learn from one another's varied experiences and perspectives. To create this learning environment, teachers need to skillfully draw on student experiences to enrich the curriculum.

Teachers can show they value students' lives and identities in a variety of ways. Some are small, like taking the time to learn the proper pronunciation of every student's name or getting to know young people's families. Others require more time and investment, like building curriculum around personal narratives or incorporating identity-based responses into the study of texts. At the community level, it is important to understand neighborhood demographics, strengths, concerns, conflicts and challenges. Like students themselves, these dynamics may change frequently.

For teachers whose experiences differ from those of their students, it is critical to exercise sensitivity. They must bring the following to the effort:

- An asset-based view of youth and unfamiliar identity groups
- A commitment to avoiding and challenging stereotypes
- A sense of openness and cultural humility
- A willingness to let students define their own identities

CONNECTION TO ANTI-BIAS EDUCATION

Honoring student experience supports three of the four anti-bias domains: Identity, Diversity and Action. Students who feel their experiences are unwelcome, judged, stereotyped, disrespected or invisible find it extremely difficult to engage in meaningful discussion of identity and justice issues. Those whose stories and voices are heard and reflected in the classroom are more likely to engage with anti-bias curriculum and translate their learning into action.

Knowing and valuing students' lives provides other benefits:

- Ability to identify potential "hot spots" on key topics.
- Development of caring student-teacher relationships that support effective identity-based learning.
- Development of intergroup awareness and understanding.
- Direction in the selection of texts that are relevant to a particular class.
- Appreciation of student contributions to discussions.

STRATEGIES

Classroom-Reflective Texts Coupled with Nonjudgmental Dialogue Choosing texts that reflect classroom demographics and following the readings with discussions or reflective writing assignments can provide teachers with powerful information about their students' hopes, concerns, strengths and life circumstances. These practices also open channels of understanding among students. Successful conversations about issues of identity frequently lead to deeper dialogue about students' own backgrounds and the experiences of others.

Share Stories That Make Room for Student Sharing Personal anecdotes—respectfully and thoughtfully shared by teachers—have great power. Stories should be chosen carefully, kept brief, and told at a level that invites appropriate student sharing.

Community Study or Student-Led Walking Tour Community studies usually address up to three questions; structure can vary greatly and may involve research, interviews, art, writing, video or other media. A walking tour should also focus on a few themes and ask students to highlight neighborhood places *they* find meaningful in relation to a relevant social issue. Student age and physical limitations should be taken into consideration when planning a walking tour.

7. Thoughtful Classroom Setup and Structure

DESCRIPTION

Without saying a word, classrooms send messages about diversity, relationship building, communication and the roles of teachers and students. Consider the different messages sent by these two classrooms:

Classroom 1

Desks are arranged in a U shape. The teacher's desk is in the front center of the room. On the wall is a poster of U.S. presidents, a copy of the Declaration of Independence and inspiring quotes from Winston Churchill, Robert F. Kennedy and Albert Einstein. Students are working quietly on an independent assignment.

Classroom 2

Desks are arranged in clusters of four with students facing one another. The teacher's desk is in the back corner of the room. On the wall is a display of student self-portraits, a copy of the Universal Declaration of Human Rights and inspiring quotes from Maya Angelou, Aung San Suu Kyi and César Chávez. Students are working with their tablemates on a group project.

Classroom setup should be student centered. Specifics will vary from teacher to teacher and class to class, but common elements include these:

- *Classroom milieu*. Classrooms should be decorated with multicultural images that mirror student backgrounds and showcase the diversity of our society.
- *Arrangement of furniture and supplies*. The arrangement will look different depending on age group and subject, but all teachers can draw on these goals when setting up a classroom: supporting collaboration, fostering dialogue, encouraging ownership and ensuring comfort.
- *Student roles and responsibilities*. Classrooms will be most effective when structured to maximize student voice and participation.
- *Classroom norms*. Norms and expectations should take into account different cultural and communication styles, as well as gender differences, language needs and the desire to challenge stereotypes. Students should be involved in setting classroom norms to generate buy-in.

CONNECTION TO ANTI-BIAS EDUCATION

Thoughtful classroom setup and structure supports two of the four anti-bias domains: Diversity and Justice. A welcoming class space sets the tone for participatory engagement. Diverse images affect students' conscious and subconscious understanding of classroom values. Expectations and practices that honor diverse backgrounds also create a more just and equitable educational experience.

STRATEGIES

Classroom "Audit" A (nonjudgmental) classroom audit involves "reading" the messages conveyed by the images on the walls, the books on the shelves and the arrangement of the furniture with an eye toward diversity, equity and student empowerment. The audit also includes considering the types of interactions that teachers have with students and that students have with one another.

Student Jobs and Ownership of Classroom Space Many daily tasks can be done by students who, given the opportunity, may create new and interesting ways to approach them. Real-world lessons related to work and responsibility can be reinforced in a classroom. Students can apply for a position and be rewarded or promoted for a job well done. Some classroom jobs might involve passing out materials, documenting or taking notes, managing a classroom library, filing papers or helping with a bulletin board. The job of "peacemaker" can work nicely in classrooms where students have been trained in conflict resolution. Jobs in a responsive classroom can accommodate multiple learning styles such as artistic, kinesthetic and verbal.

Gender-Neutral Practices Many teachers, especially at the elementary level, seat or group students along gender lines. However, not everyone fits traditional gender categories. Some students may feel they are truly a different gender than their physical bodies suggest; others might not fit neatly into either the male or female identity category. Using gender-neutral categories or allowing students to choose the group with which they identify affirms the experiences of all students.

8. Shared Inquiry and Dialogue

DESCRIPTION

Differences shape who we are and what we know. Life, history, society and power cannot be understood from a single perspective; we need multiple viewpoints to truly see the world. Because of this, inclusive classrooms must function as learning communities built on shared inquiry and dialogue.

Dialogue is more than conversation. It is also different than debate, in which someone wins and someone loses. Dialogue requires openness to new ideas and collective learning. This is not an easy practice; for students (and teachers) to engage in dialogue, they must build and exercise specific skills:

- *Listening*. Deeply listening to what others say and to the feelings, experiences and wisdom behind what they say.
- *Humility*. Recognizing that, however passionately we hold ideas and opinions, other people may hold pieces of the puzzle that we don't.
- *Respect*. Trusting the integrity of others, believing they have the right to their opinions (even when different from your own) and valuing others enough to risk sharing ideas.
- *Trust*. Building a safe space to explore new ideas and work through conflicts, controversy and painful moments that may arise when talking about issues of injustice and oppression.
- *Voice*. Speaking the truth as we see it and asking questions about things we don't know or understand, particularly on topics related to identity, power and justice.

CONNECTION TO ANTI-BIAS EDUCATION

Shared inquiry and dialogue support two of the four anti-bias domains: Diversity and Action. Building the skills necessary to explore multiple perspectives fosters critical thinking, complex textual understanding and appreciation for diversity. Dialogue also supports active listening, respectful sharing and conflict resolution. A culture of shared inquiry offers a lived example of meaningful collaborative work and a model for community building.

STRATEGIES

Naming Shared Inquiry as a Goal Because many students experience classrooms that do not value shared inquiry and dialogue, it is important for teachers to create a safe environment before asking students to engage in this work. Safety can be established by discussing principles of engagement, demonstrating the teacher's commitment to collective learning or creating a set of discussion agreements.

Teaching Active Listening Skills Active listening is a way of hearing and responding to another person that requires the listener to stop thinking about his or her own ideas and focus on the speaker. Active listening behavior includes asking good questions, listening without judgment and paraphrasing. These behaviors can be modeled through the use of talking circles or ordered sharing. Short practice activities can also strengthen active listening skills.

Rethinking Participation Norms To most teachers, class participation means contributing to discussions, volunteering to answer questions or otherwise engaging in verbal exchanges. However, participation does not have to be verbal; gender, culture and ability may affect student comfort levels with verbal communication. Modeling equity and inclusiveness calls for a broader definition of participation that includes active listening, written response, artistic response and involvement in small groups. These options should all be valued as classroom participation.

Addressing Conflicts and Hurt Feelings Teachers need to prepare for possible conflicts or hurt feelings when exploring personally or politically sensitive material. Teachers can encourage students to publicly or privately name "ouch moments"—times when comments or reactions (usually unintentional) cause upset or discomfort. It is also helpful for teachers to check in with students who seem upset as a result of a class activity or conversation.

9. Social and Emotional Safety

DESCRIPTION

Social-emotional learning, respect and safety are as important as literacy and critical thinking skills when exploring an anti-bias curriculum. Research shows that students need to feel both physically and emotionally safe to learn. This includes safety from stereotype threat, harassment and exclusion.

Want to develop your own classroom contract? These resources may help:

facinghistory.org/resources/strategies/contracting

tolerance.org/speaking-kindness

tolerance.org/new-set-rules

Creating a safe climate takes time and work. These are some of the most important components:

- Active teaching of social-emotional skills
- Attention to creating positive relationships
- Bullying prevention and intervention
- Community building
- Explicit focus on understanding and appreciating differences
- Meaningful conflict resolution
- Teaching students to challenge bias and exclusion
- Upstander training

Work on classroom climate and social-emotional learning cannot simply focus on empathy, kindness and inclusion. Social difference and bias underlie many unsafe and exclusionary behaviors; these issues need to be discussed explicitly. Appreciation for multicultural perspectives is also critical when teaching about relationship building, conflict management and community. This helps students learn to draw on many traditions and experiences and address social divisions in the classroom.

CONNECTION TO ANTI-BIAS EDUCATION

Prioritizing social and emotional safety supports three of the four anti-bias domains: Identity, Diversity and Action. This practice supports a classroom community in which students feel secure enough to engage in respectful, productive conversations about identity and diversity. This work also models actions necessary to nurture inclusive, respectful connections across lines of difference.

STRATEGIES

Classroom Contracts A contract of norms and behaviors can help define the classroom community as a socially and emotionally safe place. Students should participate in shaping the contract, identifying a list of agreements about how class members will treat one another, talk together and so on. Issues such as identity, difference and power should be addressed explicitly. For example, a contract could include "Listen with respect to the experiences of others," "Try to understand what someone is saying before rushing to judgment" or "Put-downs of any kind are never OK."

Explicit Anti-bullying or Community-Building Curricula Many powerful anti-bullying and community-building curricula, when integrated into the regular school curriculum, can build social-emotional skills and teach students to manage conflict. Below are a few suggested resources. Not all address diversity or bias issues specifically; be sure to add these issues to the existing materials if they're missing.

- *Tribes Learning Community*. Research-based approaches to classroom and schoolwide community building, social-emotional education and the development of positive learning communities (all grades).
- *Respect for All Project (GroundSpark)*. Award-winning films, curriculum guides and teacher training on issues of bias-based bullying, family diversity, gender role expectations and LGBT inclusivity (all grades).
- *Steps to Respect/Second Step (Committee for Children)*. Research-based social-emotional learning and bullying-prevention programs (pre-K through middle school).
- *Bullied: A Student, a School and a Case That Made History (Teaching Tolerance)*. Documentary and teaching guide about one student's ordeal at the hands of anti-gay bullies and his fight against hate and harassment (middle and high school).
- *A Guide to the Film* Bully *by Lee Hirsch (Facing History and Ourselves)*. Film and discussion guide on bullying and its profound impact on several different students and families (middle and high school).

Participation in Mix It Up at Lunch Day Mix It Up is a Teaching Tolerance program designed to help students identify, question and cross social boundaries. Launched in 2001, Mix It Up recognizes that some of the deepest social divisions in schools are found in the cafeteria. Each fall, Teaching Tolerance sponsors a national Mix It Up at Lunch Day when schools around the country encourage students to move out of their comfort zones and share a meal with peers who are different from them.

Start Mixing It Up!
Register your school, get planning tips and download posters at **tolerance.org/mix-it-up.**

10. Values-Based Behavior Management

DESCRIPTION

Discipline and behavior management are central to classroom culture. How are students encouraged to treat one another? What happens when they make poor choices or present behavioral challenges? What shapes student-teacher interactions? And what happens when conflicts arise?

This critical practice asks teachers to think about behavior management in light of five key principles:

- Belief in the dignity of every person
- Community building
- Equity and fairness
- Respect for cultural differences
- Respect for the safety and inclusion of all individuals and groups

These values can be creatively infused into disciplinary practices. However, in general, responsive classrooms address three key aspects.

First, behavior management systems must support safe, inclusive communities by enforcing high standards for respectful interaction; incorporating student-generated discipline policies; teaching conflict resolution; and actively addressing *all* instances of bias, bullying, exclusion or disrespect.

Second, disciplinary incidents must go beyond punishment and be treated as opportunities for growth, restitution and community building. This is not to say that rules violations should not be met with consequences. However, if community respect is to be a core classroom value, students should not be cast out of the group, even if they struggle to live up to expectations.

Finally, behavior management practices must reflect fairness, equity and cultural awareness. Research shows that students of color and special education students face disproportionate rates of discipline, suspension and expulsion. These patterns have devastating social consequences. Applying disciplinary rules fairly requires self-awareness and willingness to suspend judgment (positive as well as negative) about individual students. Culture also plays a role in disciplinary judgments; in some cases, "inappropriate behaviors" may reflect a cultural mismatch between the norms of the school and the norms of a student's home culture. Teachers can better understand the relationship between culture and discipline by working on a related critical practice: self-awareness and cultural competency.

CONNECTION TO ANTI-BIAS EDUCATION

Taking a values-based approach to behavior management and discipline supports one of the four anti-bias domains: Justice. This practice exposes students to community-building goals and to a system of justice that values all people and builds connections rather than creates divisions.

STRATEGIES

Student-Generated Agreements and Contracts Involving students in the design of classroom discipline policies can go a long way toward establishing buy-in and shared ownership of classroom culture. Ideal-

ly, students will work on the policies as a class, but teachers can also work individually with students who need extra support.

"Zero Indifference" but *Not* Zero Tolerance Although zero-tolerance policies are popular, mounting evidence suggests that this approach does not make schools safer. An alternative (recommended by the American Civil Liberties Union; the Gay, Lesbian and Straight Education Network; the Anti-Defamation League; the Respect for All Project; and Teaching Tolerance) is taking a "zero-indifference" approach to bullying, harassment and other disciplinary issues. Zero indifference means never letting disrespectful conduct go unaddressed; school staff always name and respond to behaviors, but they do not implement automatic suspension, expulsion or other punishments.

Restorative Justice Restorative justice is an approach to school discipline (and criminal justice) that emphasizes repairing harm and restoring relationships rather than simply punishing those who have engaged in misconduct. Restorative justice spans a wide variety of practices and strategies, including peacemaking circles, peer jury processes, mediation, conferencing and classroom discussions focused on building empathy.

Zero-tolerance policies don't work. Find out why at **tolerance.org/pushed-out**

Learn More

Download the Criminal Justice Information Authority's guide on implementing restorative justice.

t-t.site/BARJ_Guide

Family and Community Engagement

CRITICAL PRACTICES

11. Culturally Sensitive Communication

12. Inclusion of Family and Community Wisdom

13. Increased Connections Among Families

14. Use of Local Resources

15. Engagement with Community Issues and Problems

11. Culturally Sensitive Communication

DESCRIPTION

Strong communication between school staff and families is important in any school and has special relevance for schools committed to anti-bias education.

Communication built on misinformation, assumptions or stereotypes can create distance between schools, families and students. If handled with respect and cultural sensitivity, however, school-family communication provides an opportunity to live out the values of inclusiveness and equity, which are at the heart of anti-bias education. The following guidelines can help schools avoid communication pitfalls and support teacher-family relationships built on respect:

- Assume good intentions, and approach all families as partners who want the best for their children.
- Invite parents or guardians to share knowledge about their students' lives, interests, hopes and struggles.
- Invite parents or guardians to share information about family cultures and traditions.
- Recognize and respect differences in family structures.
- Recognize the role that identity and background may play in shaping relationships between teachers and families.
- Bring a sense of self-reflectiveness and cultural humility to all conversations and interactions.
- View linguistic, cultural and family diversity as strengths.

In addition to setting a tone of respect and inclusivity, strong communication with families also offers teachers an opportunity to invite family involvement and share curricular goals, materials and resources.

CONNECTION TO ANTI-BIAS EDUCATION

Attending to culturally sensitive communication supports two of the four anti-bias domains: Identity and Diversity. Culturally relevant family engagement strategies communicate to students that their family identities are understood and valued. It also demonstrates respect for families with a diverse range of backgrounds and structures.

STRATEGIES

Inclusive Terminology and Materials Positive communication can be as simple as using inclusive language when writing and speaking to families. For example, instead of sending home a note that opens, "Dear Parents," use a greeting such as "Dear Families." All communication should be checked for assumptions about household resources, family traditions, cultural practices, political affiliations or other life circumstances. For instance, instead of asking for "mother's name" and "father's name" on a form, have a space for "names of parents/guardians."

Recognition of Key Relationships Teachers should make a point of learning the central figures in each student's life—including those who may not be legal parents or guardians—and involving them as appropriate. This may include welcoming stepparents, parental partners (regardless of gender) or extended family members.

Use of Home Languages Because language plays a crucial role in families' lives, teachers should communicate with parents in their home languages as much as possible. Whenever possible, family materials should be provided in students' home languages. When translation is needed, a school-provided translator should be employed, as asking students to translate can put them in an awkward position.

Beginning-of-the-Year Questionnaires or Conversations Teachers can gather valuable information about

students by connecting with parents and guardians early in the school year. Asking family members about students' strengths, challenges and lives outside of school—as well as about their own hopes and fears—provides important background, sets a collaborative tone and allows classroom practice to reflect student identities.

12. Inclusion of Family and Community Wisdom

DESCRIPTION

Incorporating family and community knowledge enhances student learning. Students possess tremendous experiential wisdom on issues related to identity, culture, history and justice. Parents, grandparents, aunts, uncles, friends, cousins, neighbors and community leaders frequently have stories to share about their lives and perspectives.

Family and community wisdom can put a personal face on historical or sociological material and help demystify unfamiliar topics, such as LGBT identity or living with a disability. Hearing from real people who have lived through eras of change or participated in social justice movements can provide inspiration as well as information.

Students also carry knowledge of their families and communities inside themselves. Making room to share this knowledge supports the development of student identities.

Family assignments must be envisioned and explained in a culturally sensitive manner. A seemingly harmless activity, such as creating a family tree, can marginalize students whose biological relations are distant or unknown. Such assignments can be modified to recognize the key relationships in students' lives. Other ways to incorporate family and community wisdom into the curriculum include community surveys, student conversations with family members, interviews, guest speakers, video projects, art projects, memoir or other family-based writing, oral histories, learning from family members' professional experiences, and incorporating family or cultural perspectives into the analysis of texts.

CONNECTION TO ANTI-BIAS EDUCATION

Drawing on students' family and community wisdom supports two of the four anti-bias domains: Identity and Diversity. By listening to the stories of their own families and communities, students can deepen their sense of self and make personal connections with historical, literary and sociological material. Hearing about different classmates' families and communities can also foster new perspectives on their own experiences and expand their understanding of other groups, cultures and communities.

STRATEGIES

Family Interviews Students can interview family members on a variety of issues such as historical events or eras, family experiences of justice or injustice, evolving cultural norms, social movements and identity. Interview format, questions and reporting practices should be customized based on grade level and educational goals.

Family Interviews

See the Community Inquiry teaching strategies and the Do Something student tasks for ideas on how to help students conduct meaningful research and interviews that involve family and community members.

tolerance.org/classroom-resources/teaching-strategies

tolerance.org/classroom-resources/student-tasks

Guest Speakers Family and community members can visit the class to speak about a range of topics. Their connections to these issues may be personal, professional or both.

Community Research Conducting community-based research can deepen students' understanding of social justice issues. This research might include opinion surveys or needs assessments, community interviews, visits to local sites or Internet research about community history.

13. Increased Connections Among Families

DESCRIPTION

As students learn and grow together over the course of weeks, months and years, parents and guardians can learn along with them. Strong connections give families the opportunity to support one another in nurturing their children's identities and values, adding richness to the work of anti-bias and social justice education.

There are lots of ways to bring families together, including in-school or community-based events, group email lists and social media. Teachers, school administrators, students, or parents and guardians can coordinate appropriate family connections based on the students' age and the composition of the community. Elementary school students, for example, may be more likely than high school students to enjoy attending events with their families. A given activity may resonate with some cultural communities more than others (though it might be good to offer "stretch" events as well). And some communities will have access to the technology and skills needed to support online interaction, while others will not.

CONNECTION TO ANTI-BIAS EDUCATION

Building connections among families supports two of the four anti-bias domains: Identity and Diversity. This practice deepens students' awareness of the personal and cultural contexts that shape personal experience. It also provides a "learning lab" for introducing different family structures and traditions. Making the curriculum more visible to classroom families helps generate support for anti-bias education work and provides opportunities for families to work with their children on social justice issues. These connections can also foster diverse relationships that echo and strengthen key messages from the curriculum.

STRATEGIES

Family Events Events that bring students and families together include family potlucks or picnics; family affinity events (e.g., for families from a certain cultural or ethnic group, for LGBT families, for families of color, for adoptive families); showcases of student work; student or community performances; film nights; game nights; and cultural or multicultural events.

Parent/Guardian Education Programs Educational programming supports community building and engages family members. Possible programs include films, speakers or discussions for parents and guardians on topics such as bullying prevention, identity development, racial experiences, gender expression, sexuality, learning differences and family diversity. Events may stand alone or be part of an ongoing series.

Family Service/Engagement Projects Service projects can include family action days at the local food bank, working together on neighborhood political and social issues, attending community events such as Martin Luther King Jr. Day celebrations or LGBT Pride events, and fundraising projects for community causes.

Pooling Resources and Sharing Support In addition to organizing or publicizing formal events, teachers can encourage families to connect informally to share information and resources and to support one another in times of need (e.g., the birth of a new baby or a death in the family). The school can foster this type of support by naming it as an explicit priority and creating a user-friendly contact list or online directory.

14. Use of Local Resources

DESCRIPTION

All local communities have valuable resources that can enhance teaching and learning on social justice topics, even if these resources are not always explicit or obvious. They include events, people, places and organizations.

- *Events*. Cultural and community celebrations, commemorations, political actions, artistic events, performances, student conferences and community education events.
- *People*. Elders, artists, musicians, researchers, community leaders, policymakers, journalists, advocates, local historians, cultural workers and everyday people who have experienced and worked on social justice issues.
- *Places*. Museums, cultural centers, libraries, neighborhood landmarks, and sites of historical interest or struggle.
- *Organizations*. Formal or informal groups engaged in relevant cultural, artistic, social or political projects.

CONNECTION TO ANTI-BIAS EDUCATION

Drawing on local resources supports all four anti-bias domains: Identity, Diversity, Justice and Action. Witnessing marginalization, power dynamics and activism in their own communities strengthens personal connections with these curricular concepts. At a broader level, schools benefit from community connections and partnerships, and communities benefit when citizens are educated in matters of equity and justice.

STRATEGIES

Classroom or School Presentations Individuals or organizational representatives can be invited to speak about how their life or work experiences relate to social justice themes.

Neighborhood Explorations Social-movement-based history and cultural knowledge often connect to specific cities and neighborhoods. For example, certain New York City neighborhoods offer windows into the lives of different immigrant groups during the 19th and 20th centuries. Montgomery, Ala., houses landmarks and monuments from the civil rights era. Visiting sites like these can add richness to students' curricular experiences. Neighborhood explorations can also be paired with classroom or school presentations.

Connecting with Community Organizations Most cities and towns have local organizations that engage in cultural activities, community service efforts or social justice advocacy. Many of these organizations are happy to partner with schools, provide students with information and offer opportunities for students to participate in their projects.

15. Engagement with Community Issues and Problems

DESCRIPTION

A core component of anti-bias education is learning to take action against exclusion, prejudice and discrimination; it can be especially powerful for students to do this in their own schools and local communities.

Consider the following tips for ensuring that community engagement efforts reflect anti-bias values:

- Create a community action project that addresses real needs. Community organizations can help articulate these needs and suggest ways to maximize students' time and talents.
- Draw on students' knowledge of and personal connection to the issues involved. The more specific the project, the better.
- Include a strong research component that ensures students' efforts to increase their knowledge and understanding are not simply based on what they already know.
- Incorporate reflection about student attitudes to ensure the project doesn't reinforce assumptions or stereotypes about specific people or communities.
- Provide writing prompts to help students consider personal changes they can make to challenge bias, exclusion and injustice.
- Study the broader social context surrounding the community problem. Intervene if students "blame the victim" for challenges beyond individual control.
- Use texts to spark student reflection about community challenges and issues.
- Work "with," not "for," individuals or groups the class wants to support.

CONNECTION TO ANTI-BIAS EDUCATION

Expecting students to engage directly with community issues and problems supports two of the four anti-bias domains: Justice and Action.

STRATEGIES

Personal Action Plan After reading about prejudice or discrimination, the Personal Action Plan assignment asks students to reflect on these issues in their own surroundings and explore how they might help make their school and community more welcoming, inclusive and equitable. The Personal Action Plan can focus on one particular topic (e.g., name-calling and bullying, peer culture, diversity of gender expression or LGBT issues), or it can be more general. Plans should focus on acts of personal change, and students should share their plans with classmates to build accountability for implementation.

"Fighting for Fairness" Letters The Fairness Letter Project (Live Oak School, San Francisco, Calif.) asks students to identify an instance of unfairness in their school or community, research the issue and write an advocacy letter to a person or organization with power to change the situation. In addition to developing issue-based analysis and critical writing skills, this project requires students to evaluate how change happens and where they can best channel their efforts for maximum impact.

Student-Designed Community Projects Any social justice issue could inspire an individual or group project designed to support local people. Possible projects include designing a public service announcement, conducting a survey or opinion poll, providing direct service through a community agency, creating a workshop or event or hosting a justice-themed art show.

Ongoing Partnerships with Community Organizations Semester- or year-long community partnerships offer students a chance to establish continuity and deeper connections with particular issues, populations or projects. A partnership spanning multiple years gives each class a chance to build on previous classes' work, multiplying the impact.

Teacher Leadership

CRITICAL PRACTICES

16. Self-Awareness and Cultural Competency

17. Speaking Up and Responding to Prejudice, Bias and Stereotypes

18. Building Alliances

19. Leading Beyond the Classroom

20. Ongoing Reflection and Learning

16. Self-Awareness and Cultural Competency

DESCRIPTION

Cultural competency is the ability to work effectively—and sensitively—across cultural contexts. It involves learning, communicating and connecting respectfully with others regardless of differences. Culture can refer to an individual's race, class, gender, sexual orientation, religion, immigration status and age, among other things. All these factors strongly influence people's lives and experiences.

Teachers—regardless of background or identity—must bring both cultural understanding and self-awareness to their work. The process of building this understanding and awareness includes several key commitments:

- Asking oneself how issues of sameness, difference and power impact interactions with colleagues, students and families.
- Developing skills and attitudes that bridge cultural differences such as empathy, flexibility, listening without judgment, appreciation for multiple cultural perspectives and cross-cultural communication.
- Genuinely seeing diversity as a strength and an opportunity, rather than as an "issue" or problem.
- Thinking about what each of us still needs to learn, and engaging in relevant professional development, dialogue, study or personal reflection.
- Understanding how one's own life experiences can help build relationships with students and enhance curriculum.

Many educators work in schools and communities with changing demographics; commitments to cultural competency, therefore, require ongoing effort, reflection and personal humility.

CONNECTION TO ANTI-BIAS EDUCATION

Prioritizing self-awareness and cultural competency supports three of the four anti-bias domains: Identity, Diversity and Action. Because the work touches on issues of personal identity and experience, it is important that students receive "lived" messages that are consistent with the stated messages in the curriculum. Culturally aware teachers model how to live the core values in the Social Justice Standards. These values support a safe and inclusive approach to working with students, colleagues, families and communities.

STRATEGIES

Self-Assessment A number of cultural competency self-assessments exist. Most include either self-reflection questions or checklists of indicators related to culturally competent practice against which teachers or organizations can measure their work. These tools can be used for personal learning, group discussion or both.

Professional Development on Working with Specific Groups School communities benefit when teachers and other staff participate in professional development opportunities focused on working with LGBT youth, students with disabilities, English language learners, specific racial or ethnic groups and so on. Reading and sharing professional journals, books or blogs related to anti-bias education can augment professional development.

17. Speaking Up and Responding to Prejudice, Bias and Stereotypes

DESCRIPTION

Educators teach as much by example as by following a curriculum. Role-modeling proactive responses to bias, discrimination, exclusion and bullying is one of the most important ways teachers can exercise leadership. This means intervening every time students tease, bully or use slurs or stereotypes. It means speaking up against biased jokes and criticisms. And it means pointing out injustice during discussions of history and literature, in community and school interactions, or in the news.

Being a social justice leader means finding the courage to be an "upstander" in any context, including with colleagues (staff meeting dialogues, discussions about students and families, informal interactions and so on). Leadership also means speaking up if one group or individual is dominating discourse at the expense of other voices.

In the context of school-family relationships, addressing bias may involve (gently) challenging the negative assumptions or comments made by parents, guardians and other family members. It also requires finding respectful ways of standing strong if families resist curriculum topics such as race, immigration, economic disparities, LGBT experience and religion.

CONNECTION TO ANTI-BIAS EDUCATION

Responding to prejudice, bias and stereotypes supports one of the four anti-bias domains: Action. By challenging discrimination and exclusion, teachers model the curriculum's commitment to action and support a safe and just space for diverse members of the school community.

STRATEGIES

Visual Symbols of Inclusion and Safety Teachers can display posters, stickers and signs in their classrooms to signal their commitment to standing against bias, discrimination and bullying. These materials offer messages like "Hate-Free Zone," "Safe Space (for LGBT Students)," "Bullying Stops Here," "All Families Welcome" and "No One Is 'Illegal.'"

Consistent Intervention on Bullying and Harassment Research indicates that teachers intervene in only 14 percent of bullying episodes in the classroom and 4 percent of incidents outside the classroom. Intervention rates may be low in part because most harassment happens when teachers are not present; however, there is room for improvement. Educators may choose not to interrupt bullying because they are in a hurry, because they don't know what to say or because they don't want to take time away from instruction. Consistently intervening with harassment or bullying behavior, however, sends the message that student safety is a priority.

Using "I Statements" to Challenge Bias and Discrimination Among Adults It can be hard to speak out against stereotypes, slurs or bias in a professional setting. Using "I statements" is helpful for starting conversations. For example, "It makes me uncomfortable to hear people saying that families from the housing projects don't value education" or "I know you probably don't mean anything by it, but I find it hard to listen to those kinds of anti-gay jokes." These comments should not be the only type of intervention teachers use; deeper discussion will frequently be necessary to create meaningful change.

18. Building Alliances

DESCRIPTION

As educators plan to implement anti-bias curricula, it is important they find diverse allies for their anti-bias and social justice teaching efforts.

Building alliances is about working together, giving and receiving support and creating a sounding board for anti-bias curriculum planning. Alliance-building also gives teachers space to discuss the critical practices outlined in this guide. Allies can be colleagues within the school or from outside networks. Connecting with individuals "beyond the choir" and outside personal friendships diversifies the network of allies and deepens this work.

Diversity and social justice topics such as race, immigration and LGBT issues may be difficult or uncomfortable to talk about. Having a critical mass of support can help forward the agenda and provide support in the face of resistance. If the ally group includes a diverse range of members, the work won't become identified with the perceived interests or agendas of a specific group.

Finally, a community teaching an anti-bias curriculum together at a single site increases the curriculum's impact. Including activities across grade levels and subjects can build much deeper understanding over time than any single teacher can accomplish.

CONNECTION TO ANTI-BIAS EDUCATION

Building alliances supports two of the four anti-bias domains: Diversity and Justice. This type of collaboration reinforces the idea that unity, solidarity and cooperation are necessary for creating social change.

STRATEGIES

Collaborative Planning and Cross-Class Projects Alliances can evolve through joint curriculum or action projects. These projects can be done across grade levels or classes or with groups from other schools. Collaborative projects offer both students and teachers opportunities to deepen their shared understanding of anti-bias issues.

Professional Learning Communities Learning communities, such as reading or discussion groups, provide regular opportunities for building relationships and supporting professional development. Some groups have an assigned organizer and facilitator, while others rotate planning and leadership responsibilities.

Networking Attending and presenting at conferences is one way teachers can learn new strategies and build allies outside their immediate school communities. National conferences and conference organizers of particular relevance to diversity and anti-bias education issues include the National Association for Multicultural Education, Teachers 4 Social Justice, White Privilege Conference, Creating Change, Facing Race, the National Association of Independent Schools People of Color Conference and the National Association for Bilingual Education. Teachers can also tap into local groups and online communities to network regarding social justice issues.

19. Leading Beyond the Classroom

DESCRIPTION

As advocates for social justice, teachers shape curriculum and demonstrate anti-bias leadership outside the classroom. This means discussing anti-bias education with colleagues, school leaders and powerful community partners. These discussions can benefit not only students, but also families, community members and the larger professional field.

The following questions provide a starting point for teachers seeking to build or expand their leadership efforts:

- What is the role of anti-bias education in our classrooms and schools? How can the focus on identity, diversity, justice and action be woven through all aspects of teaching, learning, school climate and policy?
- In what ways does our own behavior (and sharing of personal knowledge) at school model values from our anti-bias curriculum? How can we do more?
- What relevant community issues would we like our classes or schools to actively address?
- What successes, ideas or lessons from our own work might interest colleagues or the larger professional community?

CONNECTION TO ANTI-BIAS EDUCATION

Demonstrating leadership beyond the classroom supports two of the four anti-bias domains: Diversity and Justice. This work is unfamiliar—even uncomfortable—to many schools and communities. It may take advocacy and support to break through resistance related to time restraints, teacher overload, parent negativity and so on. Teachers also have the power to "lead by example" by showcasing their ongoing learning about diversity and justice and their commitment to creating a better world.

STRATEGIES

Initiating Courageous Schoolwide Conversation About Social Justice Education Raising awareness and inspiring interest in anti-bias issues is perhaps the most important leadership activity teachers can undertake. These conversations can enhance the curriculum, create a more-inclusive climate, address disparities in performance or disciplinary practices, deepen connections among faculty and staff, deepen connections with families and build a culture of ongoing dialogue and professional development. Discussions can be initiated in both formal and informal venues, including planning meetings, trainings and curriculum development sessions.

Sharing Strategies Teachers can showcase anti-bias strategies and approaches with colleagues during planning processes, within professional learning communities or with larger audiences (Internet communities, conference presentations and so on).

20. Ongoing Reflection and Learning

DESCRIPTION

The work of social justice education is never finished. There is always more for both teachers and students to learn—about themselves and others, about identity and diversity, about discrimination and empowerment, and about how they all relate. Being a teacher-leader in the anti-bias field means embracing the opportunity for ongoing reflection and growth.

Teachers can employ both formal and informal, individual and collective strategies to stay current on social justice issues. Examples include reading and writing research articles, journaling, blogging, participating in online discussion groups, attending professional development workshops and conferences, taking courses and joining a study group.

CONNECTION TO ANTI-BIAS EDUCATION

Ongoing learning and reflection support one of the four anti-bias domains: Action. Without ongoing efforts, anti-bias education becomes unsustainable and irrelevant. Personal exploration helps prepare teachers to address a broader range of anti-bias topics more deeply. Ongoing learning also motivates teachers to use and promote the curriculum from year to year.

STRATEGIES

Journaling Journals help capture evolving thoughts on anti-bias content and curriculum, classroom or school dynamics related to identity and diversity, personal experiences related to these issues and relevant insights from discussion groups and training sessions.

Professional Development Professional development workshops and conferences can prompt reflection, invigorate teachers and build content knowledge, skills and leadership.

Critical Friend Relationships Collegial friendships can provide safe, constructive opportunities to work through curricular material, implementation issues or difficult interactions. Critical friends can observe one another's classes, review assignment ideas, discuss the joys and complexities of anti-bias education and point out biases or oversights. To be successful, all of this must be done within a context of mutual care, regard and trust.

SOCIAL JUSTICE STANDARDS

K-12 Anchor Standards and Domains

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

SOCIAL JUSTICE STANDARDS

K-2 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.K-2.1	I know and like who I am and can talk about my family and myself and name some of my group identities.	For show and tell, Joi brings in a picture of her family on a church camping trip. "My family goes camping a lot. I like camping," she says. "I'm a Christian, and sometimes my family goes camping with the church. I'm also a big sister, so I have to help my parents take care of my little brother, especially when we go camping."
Identity 2	ID.K-2.2	I can talk about interesting and healthy ways that some people who share my group identities live their lives.	
Identity 3	ID.K-2.3	I know that all my group identities are part of me—but that I am always ALL me.	
Identity 4	ID.K-2.4	I can feel good about myself without being mean or making other people feel bad.	
Identity 5	ID.K-2.5	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.	
Diversity 6	DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.	As children are funneling into her classroom on a Monday morning, Ms. Franklin overhears a conversation between two students. "What did you do last weekend?" Kevin asks Lisa. "My moms took me to the zoo!" Lisa replies. "You have two moms? Do you call both of them Mom?" "I call them Mamma Kendra and Mamma Sam," Lisa says.
Diversity 7	DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.	
Diversity 8	DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.	
Diversity 9	DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.	
Diversity 10	DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.	

K-2 Grade Level Outcomes and Scenarios (cont'd)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.K-2.11	I know my friends have many identities, but they are always still just themselves.	Shawna timidly approaches her teacher, Mr. Bradley, after school. She explains that her uncle, who picks her up from school, frequently says negative things about black people, and it has been making her feel uncomfortable. "He says that I shouldn't be friends with Renee and Jeffrey anymore because they're black," Shawna says, "but I love all my friends!" Mr. Bradley tells Shawna that he's proud of her and is sorry that she has to deal with something so difficult. He knows that Shawna's parents would never approve of the way her uncle is talking and promises to call them that evening to discuss the situation.
Justice 12	JU.K-2.12	I know when people are treated unfairly.	
Justice 13	JU.K-2.13	I know some true stories about how people have been treated badly because of their group identities, and I don't like it.	
Justice 14	JU.K-2.14	I know that life is easier for some people and harder for others and the reasons for that are not always fair.	
Justice 15	JU.K-2.15	I know about people who helped stop unfairness and worked to make life better for many people.	
Action 16	AC.K-2.16	I care about those who are treated unfairly.	At recess, Joe notices that Stephen has chosen to play with a baby doll. Joe snatches the doll away from Stephen, saying, "Dolls are for girls, not boys." Anne notices the incident from across the room and decides to intervene. "Don't be mean to Stephen. It's OK that he likes different things than you or the other boys. How would you feel if someone told you that you couldn't play with your favorite truck?" Their teacher, Mrs. Johnson, has taken notice of the situation. "Anne is exactly right," she says. "As long as no one is being hurt, you shouldn't judge someone for what they like."
Action 17	AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.	
Action 18	AC.K-2.18	I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do.	
Action 19	AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.	
Action 20	AC.K-2.20	I will join with classmates to make our classroom fair for everyone.	

SOCIAL JUSTICE STANDARDS

3-5 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.3-5.1	I know and like who I am and can talk about my family and myself and describe our various group identities.	Omar's mother is serving as a chaperone on her son's field trip. On the bus ride, the teacher, Ms. Robin, overhears a conversation between Omar and Peter. "What is your mother wearing on her head?" Peter asks. "It's called a hijab," Omar replies. "Many Muslim women wear them." "Why does she wear it?" "Our religion teaches us that the hijab is a way of being humble and modest. Muslim women wear it to show they love God."
Identity 2	ID.3-5.2	I know about my family history and culture and about current and past contributions of people in my main identity groups.	
Identity 3	ID.3-5.3	I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.	
Identity 4	ID.3-5.4	I can feel good about my identity without making someone else feel badly about who they are.	
Identity 5	ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.	
Diversity 6	DI.3-5.6	I like knowing people who are like me and different from me, and I treat each person with respect.	Ms. Ramirez has divided her class into small groups for a mapping activity. As the students are gathering to begin work, she overhears one student, Joao, tell the others that he doesn't want Jonah, a classmate who uses a wheelchair, in his group. Just as Ms. Ramirez is about to intervene and facilitate a discussion with Joao and the rest of the group, she hears another student say, "Joao, Jonah has a lot to share with our group. It's important for us to all work together. You shouldn't think that his physical disability makes him a less important member of our group."
Diversity 7	DI.3-5.7	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.	
Diversity 8	DI.3-5.8	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.	
Diversity 9	DI.3-5.9	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.	
Diversity 10	DI.3-5.10	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.	

3-5 Grade Level Outcomes and Scenarios (Cont'd)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.3-5.11	I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.	A class is discussing César Chávez and the American labor movement. Kelly mentions seeing on TV that most of the clothes sold in the United States are made in other countries where workers aren't protected the way U.S. laborers are. She notes that even though worker conditions have improved in the United States, it doesn't mean that we should ignore injustice elsewhere. She and several other students are inspired to go home and talk to their parents about purchasing clothes from companies that practice ethical manufacturing. They also plan to set up a clothes swap to help reduce wastefulness.
Justice 12	JU.3-5.12	I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.	
Justice 13	JU.3-5.13	I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.	
Justice 14	JU.3-5.14	I know that life is easier for some people and harder for others based on who they are and where they were born.	
Justice 15	JU.3-5.15	I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.	
Action 16	AC.3-5.16	I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.	Jessica notices that one of her classmates, Jeremy, always sits alone at lunch. She asks her friend Samantha if she knows why. "He's gross!" Samantha replies. "His family is super poor, and he's always coughing." "You shouldn't be so mean to him, Sam," Jennifer responds. "You don't know what his life is like. It's not fair to exclude someone because his family doesn't have as much money." "Maybe you're right. I'm sure it makes him feel terrible," says Samantha. "I have math class with him. I can try to get to know him better."
Action 17	AC.3-5.17	I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.	
Action 18	AC.3-5.18	I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone's words or behavior.	
Action 19	AC.3-5.19	I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.	
Action 20	AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.	

SOCIAL JUSTICE STANDARDS

6-8 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.6-8.1	I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.	Patrick is being raised in a traditional Christian home. This year in Mr. Sanderson's social studies class, he has been learning about the world's different beliefs systems. Patrick enjoys the company of friends from different religions and is interested in their beliefs and practices. Though he remains devout, he wonders if being curious makes him a bad Christian. Patrick talks to his Sunday school teacher Mrs. Patterson who assures him that he can be Christian and befriend and learn from people of different religions as well. In fact, her best friend of thirty years is a Jewish woman she grew up with.
Identity 2	ID.6-8.2	I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.	
Identity 3	ID.6-8.3	I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.	
Identity 4	ID.6-8.4	I feel good about my many identities and know they don't make me better than people with other identities.	
Identity 5	ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.	
Diversity 6	DI.6-8.6	I interact with people who are similar to and different from me, and I show respect to all people.	Darius tells Melissa that he thinks he might be gay. Melissa is taken aback. She and Darius have been close friends for many years. No one in Melissa's circle identifies as LGBT, and she feels that her family would not approve. After gathering her thoughts, she hugs Darius and tells him she wants him to know he can be himself with her. She just wants him to be happy with himself. Because neither knows much about what it means to be gay, Melissa accompanies Darius to see their history teacher, Mr. Gilbert, who has a safe zone sticker on his door.
Diversity 7	DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.	
Diversity 8	DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.	
Diversity 9	DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.	
Diversity 10	DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.	

6-8 Grade Level Outcomes and Scenarios (Cont'd)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.	While Mrs. Douglas' class is discussing immigration, some of the students start talking negatively about a Latino student in another class, accusing his family of immigrating illegally. Julian speaks up, telling his classmates that it's not appropriate to use stereotypes and spread rumors about others. Julian tells them that the student's family immigrated because they believe in American ideals and feel that the United States offers more opportunities. He urges his classmates to respect their decision and says that the family's status is none of their business. "Life must be hard enough moving to a strange new country," he says. "Don't make it harder for him by saying that he doesn't belong." Mrs. Douglas affirms Julian's sentiments and asks her class to think about how this discussion relates to the historical distrust and unfair treatment of other immigrant groups, such as those from Ireland or China.
Justice 12	JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.	
Justice 13	JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.	
Justice 14	JU.6-8.14	I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.	
Justice 15	JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.	
Action 16	AC.6-8.16	I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.	During gym class, Jenny's friends are making fun of a girl in their class for being fat. Jenny speaks up to tell her friends how harmful such speech can be. She calmly explains to them that a person's weight is determined by a lot of different factors and that weight is not necessarily a sign of good or bad health.
Action 17	AC.6-8.17	I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice.	
Action 18	AC.6-8.18	I can respectfully tell someone when his or her words or actions are biased or hurtful.	
Action 19	AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.	
Action 20	AC.6-8.20	I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.	

SOCIAL JUSTICE STANDARDS

9-12 Grade Level Outcomes and Scenarios

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Identity 1	ID.9-12.1	I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.	As part of a class project, Rebecca completes the following personal mission statement: "I am more than one identity. I will celebrate all of my in-group and out-group identities and work to understand how they overlap to make up who I am as an individual. I will not allow others to put me into boxes." Rebecca explains to her peers in small-group discussion that being a student, sister, female, Latina, Spanish speaker and dancer are all interconnected and equally important. She displays her personal mission statement on the outside of her class binder.
Identity 2	ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.	
Identity 3	ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.	
Identity 4	ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.	
Identity 5	ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.	
Diversity 6	DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.	Sheri is a student ambassador, welcoming new students and showing them around the school. She mentions to one new student, Kyle, that she helped found the school's Gay-Straight Alliance (GSA). Kyle confides in her that he is actually transgender and changed schools after beginning transition. Sheri tells him that she will be discreet and assures him that the administration is welcoming. Kyle recounts this story fondly at a later meeting with the school's counselor.
Diversity 7	DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.	
Diversity 8	DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.	
Diversity 9	DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.	
Diversity 10	DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.	

9-12 Grade Level Outcomes and Scenarios (Cont'd)

Anchor Standard	Code	Grade Level Outcome	Anti-bias Scenario
Justice 11	JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.	Karen notices that many of her school's facilities are not friendly to those with disabilities. Many students have difficulty navigating the school and are often late to class as a result. Karen decides to look into building plans to determine if any accommodations are present for those in the community with physical limitations. She forms a focus group of students and faculty to come up with effective solutions to the situation.
Justice 12	JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.	
Justice 13	JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.	
Justice 14	JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.	
Justice 15	JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.	
Action 16	AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.	Lee has grown weary of the bullying he sees at his school each day. He discusses his concerns with classmates, teachers and administrators to develop a plan to combat the situation. Together, they plan Mix It Up at Lunch Day to promote a greater sense of cohesion among the diverse student body. The day is used to celebrate the launch of a new diversity club, aimed at bringing diverse students together and combating baseless animosity through ongoing intergroup activities.
Action 17	AC.9-12.17	I take responsibility for standing up to exclusion, prejudice and injustice.	
Action 18	AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.	
Action 19	AC.9-12.19	I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.	
Action 20	AC.9-12.20	I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.	

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