IN THE LOOP

SOCIAL EMOTIONAL AND ANTI-BIAS ACTIVE LEARNING ACTIVITIES

Considering current events, DEEL coaches strongly felt that we should support our teachers, families, and children by helping to provide tools that may help them navigate through these trouble times. For this reason, we have created this special edition of “In The Loop Social Emotional and Anti-Bias Newsletter”.

Hands Up!
by McDaniel, Breanna J.

A young girl lifts her hands up in a series of everyday moments before finally raising her hands in resistance at a protest.

"Until the killing of black men, black mothers' sons, becomes as important to the rest of the country as the killing of a white mother's son, we who believe in freedom cannot rest until this happens."
- Ella Baker, 1964

What we know to be true is there are hundreds of years of scholarship on racism, its impact, and dismantling plans. We are providing you a very condensed resource list in this issue. It is our intention for you all to actively pursue the inquiry - by any means necessary.

SEL & Anti-bias Team
How do we get students to consider perspectives different from their own? How do we get them to challenge their own biases and prejudices? If, as Atticus Finch famously said, “You never really understand a person until you consider things from his point of view … until you climb into his skin and walk around in it,” how do we get our students to do that?

Teachers traditionally turn to literature, history and current events to open up these conversations, but it’s always helpful to have a bigger toolbox to tackle such important and difficult issues. That’s why we pulled together these 26 short New York Times documentaries that range in time from 1 to 7 minutes and tackle issues of race, bias and identity.

To help teachers make the most of these films, we also provide several teaching ideas, related readings and student activities.

For the full article CLICK HERE to read about the additional strategies, suggestions and activities.

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Excerpt from NY Times "26 Mini-Films for Exploring Race, Bias and Identity With Students"

By Michael Gonchar  March 15, 2017

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Guidelines for Talking about Racism and Violence

By Rebecca Parlakian  Aug 21, 2017

History is a clock that people use to tell their political and cultural time of day. It is a compass they use to find themselves on the map of human geography. It tells them where they are, but more importantly, what they must be.”

Dr. John Henrik Clarke
Supporting children to address feelings and emotion - afraid, scared, frustrated, mad/angry, and understanding difference:

(adapted from Ten Percent Happier & Conscious Discipline Curriculum)

Teacher can initiate conversation with children about current events by saying "You may have noticed or heard of different things or scary sounds happening within our community, or in your neighborhood lately (loud noises, big bang, people yelling/chanting, siren from police/fire truck coming down the street). We want to do a check in to see how everyone is feeling today. Have you heard or seen anything different within your neighborhood? Take a moment to think about it. When you are ready, you can raise your hand and share.

I will scream to the heavens
See me, see me, do you see me here?
If I have to be in the crooked room
I will let others know
I will not stay quiet
I will not give up
I will call to my sistas
In their crooked room
Join me, join me
Give voice to our cause
Give light to our plight
Our plight
Standing Tall In the Crooked Room

Teaching children to see others through “loving lens”, follow up activity to make ♥ eye glass post reading

Ideas for follow up activities and conversation prompt with children:
- What can you do when you feel afraid, sad, or scared?
- Children can draw or build a kindness tree, adding words of kindness to each leaf
- Record and chart children’s ideas of kind actions toward others

Metta Mantra Chant:
May we all be happy
May we all be safe
May we all be healthy
May we all live with ease

Standing Tall In The Crooked Room

by Shawn Harris
Inspired by the book “Sister Citizen” written by Melissa Harris-Perry

I'm standing tall in the crooked room,
Relegated to be a contortionist
Bending and shaping myself to others' vision
Relegated to denying my feelings, my wants, my dreams
If I must be in the crooked room
I will stand tall as I can
I will kick and scream and fight
I will bang at the walls,
I will kick at the doors,
I will break the windows that shut out the sunlight and fresh air

I will scream to the heavens
See me, see me, do you see me here?
If I have to be in the crooked room
I will let others know
I will not stay quiet
I will not give up
I will call to my sistas
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Join me, join me
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Books, Links, and other Resources

“It is not possible to effectively speak and/or act to eliminate any major problem that involves people without first eliminating the problem of racism, in every area of activity, including economics, education, entertainment, labor, law, politics, religion, sex, and war.”

Neely Fuller Jr.

Watch the entire CNN/Sesame Street racism town hall

CNN's Van Jones and Erica Hill partner with "Sesame Street" for Coming Together: Standing Up to Racism, a town hall for kids and families. Watch the town hall i...

Click here

Tapping for Justice

Click here for more on Northwest Tap Connection

Perspective | How black and white families are talking about racism in a time of...

Black and white parents typically teach children about race and racism in different ways, at different times. Here's what to do and how to do it.

Click here

Something Happened in Our Town: A Child's Story About Racial Injustice

by Marietta Collins & Marianne Celano

Discusses a police shooting of a local black man, answering children's questions about such traumatic events, and to help children identify and counter racial injustice in their own lives. Includes an extensive note to parents and caregivers with guidelines for discussing race and racism with children.

Recommended for older elementary children, ages 8 and up
10 Things You Can Do to Interrupt Racism
Click on each box to be linked to a related resource!

We realize that everyone is at different places on their equity journey. These are just suggestions and hope that they will help you continue to reflect and grow.

Attend By-Stander Training
Intervene when you witness racial harassment, discrimination, hate speech, or microaggressions – in person or online. Silence and inaction in the presence of racist acts signals complicity.

Learn about history from the perspectives of Indigenous peoples and people of color.
Get your news from media that center the experiences of folx* of color. Educate yourself about race and racism without putting the onus on people of color to educate you.

Organize those in your circles to do the same.

Listen and amplify the voices of Black people and other folx of color, especially those who live at the intersections of multiple marginalized identities.
Use whatever privilege and platform you have to make space for those voices to be heard. Examples include redirecting a group’s attention back to a colleague of color during a meeting, inviting speakers of color to your event (and paying them), or contacting your elected officials to echo messages with recognition of the originators of those messages from BIPOC* community organizers.

Talk to your loved ones about racism and anti-Blackness.
Challenge biased statements or actions from family and friends. It may be uncomfortable or contradict family/cultural norms, especially if you are speaking against your elders; still, your silence will cost communities of color more than your conversation may cost you.

Question your own assumptions.
For instance, as you are looking for a “good” school for your child, deconstruct what constitutes “good” and examine the underlying reasons schools are of differing qualities. If you are concerned about the recent “riots,” examine why you feel that way and why others may feel differently.

Question where you spend your money.
Shift your purchases from larger corporations to BIPOC*-owned businesses, even if it costs a little more. Do the same with any organizational budgets you have influence over and push to institutionalize such prioritization. Donate to non-profits, mutual aid groups, and giving circles led by and centered on communities of color.

See https://socialjusticefund.org

Be intentional with your vote.
Go beyond the rhetoric! Research policies candidates endorsed or enacted in the past, and what the impacts have been on communities of color. Examine the way candidates engaged with communities of color – during their campaign, outside of their campaign, and what communities say about them.

Surround yourself with authentic stories and images of the joy, brilliance, and resiliency of BIPOC* folx*.
Learn about activists of all backgrounds who have resisted oppression, stood in solidarity with the marginalized, and fought for social justice. This can begin to dismantle negative narratives we have been conditioned to believe in about BIPOC* folx* and cultivate hope and determination for change.

What are you doing and what more will you do to dismantle racism?

* BIPOC means Black, Indigenous and People of Color
* folx is an alternative spelling of "folks", used to intentionally and explicitly include trans, non-binary, and gender non-conforming people*