

Culturally Responsive Practices Program:

Course Two: Socio-Political Awareness Facilitation Guide



SEPTEMBER 2019

COURSE TWO — FACILITATION GUIDE

This guide is intended to aid facilitators in applying the modules to conduct interactive professional learning communities. This guide contains an overview of the course modules, a facilitator preparation checklist and activities with guiding questions and prompts. This facilitator guide should be adapted to meet the unique needs of educators in your local educational context.

OVERVIEW

This is the second of three courses in the Culturally Responsive Practices Program. The course contains 11 modules:

- Introduction Module: Socio-Political Awareness Course Overview
- Module 1: Socio-Political Awareness
- Module 2: Socio-Political Awareness in the Classroom
- Module 3: Sphere of Influence
- Module 4: Personal Impact
- Module 5: Raising Socio-Political Awareness in the Classroom
- Module 6: Taking Action
- Module 7: Empathy and Socio-Political Awareness
- Module 8: Reflecting Students' Culture in Classroom Environment and Curriculum
- Module 9: Increasing and Acting on Socio-Political Awareness
- Module 10: Self-Care

Participants are encouraged to complete the course in the order listed. All courses are designed around videos and transcripts have been provided for facilitators. Please note that the transcripts are not grammatically correct as they are transcribed from the informal speech of the videos.

Course Summary

This course will introduce educators to the importance of understanding the social and political factors that shape the lives of their students, families and communities. Further, educators will consider how to use social and political topics in their classrooms in ways that are genuine to their students and provide opportunities for students to enact change in their communities.

Course Objectives

In Course Two, participants will be able to:

- Recognize that culturally responsive educators understand the importance of social political awareness in the context of student learning.

- Develop an understanding of the role a culturally responsive educator plays to support learning opportunities that lead to positive change in the school and community.
- Develop an understanding that culturally responsive educators help students become change agents in their community
- Describe the importance of self-care.
- Learn about specific examples that demonstrate how social political awareness can shape the education of students in the classroom and community.
- Learn to identify your sphere of influence.

Course Terms

A variety of terms related to culturally responsive practice will be used throughout the courses (for example, culturally relevant pedagogy, cultural competence, social-political consciousness). The courses are based upon multiple frameworks and theories related to this work that continue to evolve over time.

Course terms can be found in the Glossary located in the Introduction Appendix.

Directions for Accessing Online Courses

The courses are available through two online options:

- Ohio Department of Education Learning Management System; or
- Ohio Leadership Advisory Council online learning (forthcoming).

Accessing an Online LMS Course Through the Ohio Department of Education

1. Go to education.ohio.gov and locate the 'Login' at the top of the homepage.
2. Log in to your account.
 - a. Required criteria to access the state's LMS:
 - i. Hold an active, K-12, Ohio license/credential;
 - ii. Have or sign up for an OH|ID account.
3. From the OH|ID account homepage, select "Learning Management System."
4. On the LMS homepage, select "Course Catalog" to register for new courses/programs.
5. From the course catalog, select the applicable courses or programs.
6. After reading the course or program transcription, select "Log-in to enroll."
7. To begin the course, select "Launch Course."
 - a. Once registered, users may access courses they have registered for from the LMS homepage.

Below is a general list of materials and preparation necessary to run the full course. Note that there are individual materials needed for each module, so it is recommended to review each module prior to each session.

MATERIALS AND PREPARATION CHECKLIST FOR COURSE TWO	✕
Set up tables for small group activities.	
Place name tents or name tags for each participant.	
Place a copy of agenda for each participant with learning objectives.	
Gather chart paper and markers.	
Place three index cards for each participant.	
Place pens at each table.	
Set up a computer with internet connection and a projector to view and broadcast videos.	
Print handouts (SOME ARE LINKED IN THE COURSE AND WILL NEED TO BE DOWNLOADED AND PRINTED)	
ePortfolios/Notebooks.	
Prepare an introduction activity if this is the first time this group is working together.	



TIP: Test video links and sound well in advance of your session

IMPLEMENTATION TIME

Estimated implementation of the full course is about 2 hours.

in their classrooms in ways that are genuine to their students and provide opportunities for students to enact change in their communities.

This course contains eleven learning modules:

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- Learn to identify your sphere of influence

I am hopeful that this course two continues to encourage you to embrace the importance of having a culturally responsive teaching and leading mindset, thus activating cultural responsiveness teaching and leading in the daily rhythm of the teaching and learning process with students.

2. Course Two – Module One: Socio-Political Awareness

Learning Objectives:

- Participants will be able to reflect on what it means to be a teacher with socio-political awareness.

Instructions

Estimated Time

Pre-Activity –

- Group Discussion: What information about the community surrounding your school do you find helpful to know as an educator and why (for example, housing quality and availability, culture, types of businesses, public resources, recreation, environment, temples/churches, libraries, etc.)?

3 - 5 minutes

Watch video of Dr. Adrienne Dixson, University of Illinois at Urbana - Champaign

<https://youtu.be/8VKIG7Be4s>

3:23

Post Activity

- Revisit your list about what you know about your school community. Then, read the bullets below from Dr. Dixson's framing for culturally responsive teachers who demonstrate socio-political awareness:
 - Plan lessons that draw on relevant issues;
 - Understand that their students' success will impact their own quality of life;
 - View themselves as public servants;
 - Advocate for policies that will positively affect the school and larger communities;
 - Understand that their work transcends the classroom.

5 – 7 minutes

Discuss your reactions and thoughts to the five main points above (highlighted in the video). Can you identify an area of strength and an area of growth related to the five main points?

Materials: notebook/portfolio, video

Transcript: Hello. My name is Dr. Adrienne Dixson. A culturally relevant teacher who demonstrates a socio-political awareness does so in that they know and understand the larger political context of the school and the community. They understand how issues of gentrification, for example, or urban renewal, relationships with law enforcement, with political leaders. How those relationships, how those issues and events impact the community and his or her students. Culturally relevant teachers demonstrate socio-political awareness by planning and implementing lessons that draw on these issues, and they bring them into the classroom. So, for example, schools that have a high concentration of poverty and are located in urban areas quite often experience what we call “urban renewal,” which is a kind of nice way of talking about gentrification. One thing that a culturally relevant teacher may do is to have students kind of investigate and examine more critically what it means and how it will impact the community. So, a culturally relevant teacher who espouses this idea of socio-political awareness would, again, kind of look more critically and have their students really understand through study how these issues will affect them and their families and their community at large. Another way a teacher kind of demonstrates this socio-political awareness is that they believe that their students' success will impact their own quality of life. And so they are invested in the students' success in part because they understand that this child will grow up to be an adult who will contribute to the workforce, But that they see that their lives are tied very intricately to the success of their students, and so they see their work as an investment in their students and also in their quality of life down the way. Teachers who have this socio-political awareness also see their role as a public servant and as a public servant invest their energies in sort of improving the public good. Through their political awareness they may advocate and agitate for policies that will positively affect not only the school community but kind of the larger community, and again see their role as a public servant and understand that what they do is an investment in the public good. And finally, teachers who demonstrate this kind of socio-political awareness see that their work transcends beyond the kind of four walls of the classroom, that they see their role as teacher out in the community. So, they do these kind of teacherly behaviors out in the community in the grocery store, in the library, at church. They may work as Sunday school teachers, in community after school programs, serve as educational advisors to community service programs. So, that they see their role as teacher more than just what they do every day, but that really, it's a part of their persona. And, so, they don't see teaching as a burden or as a career but really a part of who they are.

3. Course Two – Module Two: Socio-Political Awareness in the Classroom

Learning Objectives:

- Participants will be able to describe examples of socio-political awareness in the classroom and its importance for culturally responsive practice.

Instructions

Estimated Time

high school? They are not going to let you do this at the high school. If you don't have your work finished, you know they ain't playing over there. One girl said – my sister is in high school, she ain't scared. You know? She's doing the same stuff she used to do over here. So, we keep trying to tell them about a future but we forget that students are living their lives now. And they need to understand how in a democracy their learning is useful not only for them but for the greater community and public good. And again, the teacher I called Ann Lewis was a good example of creating social – political consciousness. When one of her students complained about how much he hated living in his community, Ann used his complaint for a catalyst for a broader community study. Rather than reinforce the notions of undesirability and escape from the community, Ann helped the students research the history of the community and recognize the changes that economic, social and political conditions have brought to its current state. And ultimately, Ann's work with the students helped them produce a land use plan for an abandoned strip mall that was in their community. Another example of developing social-political consciousness occurred in Julie Devereaux's class. Her students got involved in a project where they collected life histories of disabled veterans who were confined to a local VA hospital. In exchange for sharing their stories, Julia's students worked out bureaucratic issues for the veterans. They made phone calls, they wrote letters and did follow-up for the veterans. It's really funny - you know one of the things that bureaucracies do to thwart you is they make it hard for you to penetrate them, so you call and they put you on hold, knowing you'll get frustrated and give up. What they don't understand is it's impossible to frustrate a 4th grader who has been allowed to get on the telephone and call someone important. So, the fourth-graders are like, 'they playing music'. And, they would just wait. They didn't care. But, these veterans who were quite ill and did not have the patience or able to tell their story, we have their stories actually on film, we did a video, a lot of them got some problems solved. What was interesting when Julia was doing this project, she had critique from colleagues. 'I don't know why you're taking those kids over there, those people are dying.' And Julia said, we live in a community where people are dying every day. Kids are getting shot and they're becoming immune to it, to life and death issues. So, I'm trying to get them to develop relationships with these people and care about them so that when they do die, it matters. And, so that was a part of that social-political consciousness. In each of these instances, Ann and Julia's students used their literacy, mathematics, social studies and science knowledge and skills for a larger social purpose. They were learning their school learning had significance beyond the four walls of their classrooms and the narrow constraints of a standardized test.

4. Course Two – Module Three: Sphere of Influence

Learning Objectives:

- Participants will be able to identify their sphere of influence.

Instructions

Watch video of Dr. Cynthia Tyson, Ohio State University

<https://youtu.be/0pGT7OmUPeM>

Estimated Time

2:47

Post-Activity:

5-7
minutes

- Have participants develop their personal sphere of influence using the *Sphere of Influence* handout. Have them consider a need or an issue in their local school community, what is their sphere of influence to impact change regarding that issue. See examples in handout.
- Refer to the *Sphere of Influence Examples* handout to give participants a better idea of what their sphere of influence can look like.
- Have participants share with the group.

Materials: notebook/portfolio, video, *Sphere of Influence* handout, *Sphere of Influence Examples* handout

Transcript

I'm talking about a teacher who says, "Pedagogically in my teaching, I care about what happens to my kids when they leave my classroom, and I don't know any teachers that don't think about that."

Sometimes people think that well I'm just a teacher. I'm just one person. What can I really do? But there's lots of things that they can do on the individual level and they can do on the collective level.

When I talk collectively, then, to the teacher across the hall, down the hall, in the next building, in the district, then those spheres of influence, those circles of influence will grow. And, so then we become a collective of people thinking about what happens to our kids when they leave our classrooms, and then we can talk about what things we care about. So, you may have a teacher that cares about the fact that a child has no food. You know there's food insecurity. Another teacher may be concerned about violence in the neighborhood. And I use food insecurity as an example. Many teachers really became aware of the fact that their kiddos left every day, and the only meals they had were the ones they had in school. So, beyond breakfast and lunch, they didn't eat until they came back the next morning. And if they left on Friday, that meant they may not have adequate nutritional food to eat Saturday and Sunday until they come back to school on Monday. So, I'm one teacher in one classroom noticing that about my children. I talked to the teacher across the hall and guess what she has noticed the same thing.

Now, in a faculty meeting, we're all sitting around talking about, you know, what our kids aren't eating when they leave us. What can we do about that?

And we see now that schools started collecting food and sending home backpacks full of food for kids to have over the weekends. Then school districts said, "Well, hey, wait a minute, we can do this on a larger scale. Let's do it for our district." And now we see whole cities (I'm in Columbus, Ohio) but whole cities now like Columbus are offering not only that backpack food but now we have open centers for kids through the summer can go and get a breakfast and a lunch and something that is nonperishable for the evening to help families get through. You know we used to think that this meant just those parents and families who are economically fragile, but that's not the case anymore because even the middle class has run up against this space where the dollar just doesn't get us as far as it used to. And we start taking things off to be able to keep a roof over our head and gas in the car to be able to go to

work. Maybe we people decide. No, you know, I'm going to let food go. So, that's just one example of how an individual can become a collective.

5. Course Two – Module Four: Personal Impact

Learning Objectives:	
<ul style="list-style-type: none"> Participants will be able to recognize the power of an individual to affect change. 	
Instructions	Estimated Time
Watch video of Dr. Cynthia Tyson, Ohio State University https://youtu.be/nOluNDmoxcc	1:10
Post-Activity: <ul style="list-style-type: none"> Have participants share examples that illustrate the power and impact of one raindrop from their own experiences in their classrooms or buildings. 	3-5 minutes
Materials: notebook/portfolio, video	
Transcript So, let's talk about a field trip to the zoo. So you with your kids you've gotten off the bus, you've counted all the head you got everybody with you, and you're walking into the zoo and after you've been there for about 30 minutes or so you feel a raindrop just won. When you don't grab everybody and run to the bus. Yeah. When you feel a couple of raindrops OK. When I got to thinking and now it's sprinkling but it's so hot that you're thinking this feels like a little spritz. This is okay we'll be OK. And then more drops fall and the drops get bigger and then they're big and then before you know it there's a deluge. Now everybody OK now we have to make our way to the bus because we can't be out here in this pouring rain. Think of yourself as that single raindrop. It can be felt; it can have some impact is going to stop somebody long enough to think and pause. That is huge in the world of change. Don't discount how powerful you are as that one single raindrop that stops somebody long enough to think should act to get the umbrella or not?	

6. Course Two – Module Five: Raising Socio-Political Awareness in the Classroom

Learning Objectives:	
<ul style="list-style-type: none"> Participants will be able to draw on the classroom environment to raise socio-political awareness. 	
Instructions	Estimated Time
Watch video of Dr. Cynthia Tyson, Ohio State University https://youtu.be/plwZPBihWA0	2:51
Post-Activity: <ul style="list-style-type: none"> Have participants consider Dr. Tyson’s #2 pencil example: Are there everyday items, issues or concepts you could use to raise relevant socio-political topics in your classroom or building? 	3-5 minutes
Materials: notebook/portfolio, video	
Transcript As classroom teachers, you often think about what can I do in my classroom, with my students, to develop these social political muscles, I like to call them. You as a teacher have social political muscles, and you get to develop them. And you can develop them in the many ways that you know we've talked about, in the many ways that will also be shared in other parts of the video. But what about the children? What about the kids that we teach? You may think, "Well, do I really want to do this hot issue, this political action stuff? Do I really want to do this? Are they ready?" Well it doesn't have to be a big full-blown lesson around. Although there are some lessons that are really great. But take something that I did. I'll share with you simply as well I'm sorry take something that I did with my students around number 2 pencils. So, around testing time, I've become this very crazed woman about number 2 pencils. I'm picking them out of the trash. When the custodian is sweeping the halls. Number 2 pencils. When we did them with pencils. And one day, I looked at this pencil, and I said, "It says Singapore on this pencil on it. Well that's interesting." That's why I talk to my kids, and I said, "Do you know where number 2 pencils come from?" And they said, "No." And this again was back in the days of the dinosaurs. So, we went to the library, and we talked to the librarian, and we started researching. And we found that many of the number 2 pencils that we use weren't made here in the U.S.A. They came from multiple places in the world. And then we talked about what	

does it mean to live in those places? We went and looked up pictures, and we looked up factories, and how much they actually paid to make the pencils.

I watched five-year-old children talk about, "Well, it's not fair that little kids are working in a factory making pencils.

That's not a good idea." "Well, why isn't that a good idea? And why don't we do that here in the U.S.? When we have child labor laws, and we're talking about all of these this wonderful history that we have as a nation but also in comparison to a socially politically different space."

And these kids are having debates about it. So, those are the kinds of active; look around you in your everyday space look at what the children touched, the things that they themselves are impacted with, and have them just ask the questions about where does it come from? Who benefits from the way that it's produced? Who doesn't? What are the advantages and the disadvantages? And then have them just talk about it. And you stay out of it and watch it just organically grow into what I call some of the best social studies that you'll ever see as they begin to have these conversations.

7. Course Two – Module Six: Taking Action

Learning Objectives:

- Participants will be able to identify the urgent areas in the community and possible ways to address the needs.

Instructions

Estimated Time

Watch video of Dr. Cynthia Tyson, Ohio State University

3:47

<https://youtu.be/CJyyriPXWs>

Post-activity:

3-5 minutes

- Have participants consider urgent areas of need in the community and identify possible ways these needs can be addressed.

Materials: notebook/portfolio, video

Transcript

It's never okay to stop and think, "Well, these issues are just too big. I just can't do anything, and who am I? I'm only one person." Yes, the issues of big an issue are one person, but you have a sphere of influence: the children you teach, your family, your community, again the state, the nation, the world.

Never doubt for one moment that you can't make a change. We've seen it all through history where a single person changed all of the trajectory of the world around a particular issue. You might be that person, but if you're not, whatever it is that you're doing is enough. I like to talk about a metaphor that is about a house being on fire when we're determining how urgent we're going to move in this trajectory.

So, if I'm on my way from on my way home from work, and a fire truck is coming in behind me, and I hear the sirens. You know you move over. That's what you're supposed to do.

And then it passes me, and I think, "Oh, wow, something's on fire." And then I keep moving toward home because I'm on my way home.

And then as I get to my street. I can't turn into my street because there are fire engines and police cars, and they're all on my street, and I'm thinking, "OK, now my heart is beating a little faster. Wait something's happening on my street. I wonder what's going on." So, I get out my car. Now I'm walking home, and I'm headed toward that direction, and someone walks up to me, and says, "Oh, I'm so glad you're here your house is on fire."

OK. Now not only is my heart beating very quickly, I've got an urgency to get to my house as quick. I want to know is anybody home or my pets there. What's happening? What? I've got this urgency. And sometimes as teachers because our house isn't the one that's on fire. We don't feel that sense of urgency. But I want to encourage you to look at all of the children that you teach. Think about the fact that for many of them their houses are on fire. They cannot embody the power, the engagement that they want to because they're children. Many of their parents are disenfranchised economically fragile, beaten down by just trying to make a way out of no way every single day, so they can't embody this empowerment. But if you look at them, and you say, "You know, it's not OK for me only to be concerned if my house is on fire; that if your house is on fire, I'm going to be equally as concerned." Then you'll find a way to do something; you'll find a way to engage some way. I don't want any of our houses to be on fire.

But we are really aware of the fact that not only for our kids that we teach but in the communities they live and even in some of our communities, our state our nation, our world; there are lots of fires that we can put out. As you're saying, "I want to be a culturally relevant teacher," I understand that content is one way to get that done. And I totally understand that you now paying attention to the context in which I'm teaching. So, all those instructional strategies, all of those things are wonderful ways to make sure that things are culturally relevant in YOUR classroom. But developing yourself an identity as a teacher activist is also a way to make sure that three-pronged approach that that circle completely closes, and you are the best and the most effective teacher that you can be.

8. Course Two – Module Seven: Empathy and Socio-Political Awareness

Learning Objectives:

- Participants will be able to discuss ways to incorporate socio-political topics into their specific content areas.

Instructions

Estimated Time

Watch video of Jonathan Juravich, Olentangy Local Schools

<https://youtu.be/PN9FgD4HzDc>

4:35

Post-activity:

3-5 minutes

- Have participants discuss:
 - How can you incorporate socio-political topics in your specific content area(s) similar to Mr. Juravich?
 - How can you ensure that your classroom is a safe space to talk about socio-political topics?

Materials: notebook/portfolio, video

Transcript

Recently I was discussing character education with my colleagues at school. We were working on developing a new school-wide curriculum and we went round and round about definitions and explanations. And one summer night it hit those of us in the room. The root of empathy in character education lies in awareness. Awareness: a noticing of what is happening in and around you so that you can make a choice. This noticing can lead to taking an action, a response. But first we need to start by having an awareness of ourselves. Now, I am the grocery shopper in my family. I take my list and enjoy the thrill of the hunt as I try and stay below budget. One week I was informed we needed new napkins and I happened upon these illustrated beauties. They were conversation napkins for the family. We got a real kick out of the answers as we went around the table. But they made me think of a more intentional way that I could have a teachable moment with my own family. It's pretty easy to say, "I am happy" or "I am sad," but can we identify our feelings and then explain why we feel that way. So, with my 5-year-old daughter I've gotten into the practice of asking her about her day at dinner in this way. I say "tell me about a part of your day where you were proud," "tell me about a part of your day that you were frustrated," or "tell me about a part of your day when you felt really excited." On different nights I may come up with different feelings, a different emotion and, of course, I'm sure to share with her my own feelings about the day as well. I too as the adult had moments where I felt scared or nervous or really excited. But she is quick. Man, she is quick. Sometimes she'll answer with, "I didn't feel sad, but my friend Ellie was sad when she didn't get a chance to play with the magnet tiles." See, without even direct questioning she refers to her friend and her feelings. These observed behaviors and feelings have become a part of her existence as a friend. Which brings us to having an awareness of others. I had been teaching a unit on architecture to my 4th grade students when

Hurricane Harvey hit Houston and I had several 4th graders come to class asking lots of questions about the natural disaster and its effects on the buildings there. They had an awareness of the news and even if they didn't fully understand current events, they had some notion that what was happening was not good. We talked about living in Houston through this hurricane and how would it affect the lives of the people there. But it was when we started to discuss the art rooms of the students in Houston that it began to resonate with the entire class. We were sitting in our art room in Ohio talking about an art room on the other side of the country in Texas. They were able to see themselves in the room with these other students. I sat back and listened as they processed what would happen to the art supplies and furniture and their artwork that had been affected by the elements? From these powerful conversations I wanted to provide my students with an opportunity to artistically respond to the discussions we had been having. So, during class I shared the work of two artists that reflected on themes of trauma and community by covering items, rooms, and even actual houses with polka dots. And from these explorations we built this five-foot-tall house. But there's more here than just playful polka dots. Each of these dots represents an art supply that a fourth-grade student donated to a school in Houston. Through their art making, my students were able to make a connection with students on the other side of the country. Notice they didn't collect and donate food or health supplies, but it was art supplies. It had become personal for them. Our art room is seen as a safe place where they're encouraged to express themselves, be challenged, learn about the world, all while having fun. The fact that students in Houston would be missing out on these opportunities really resonated with them. This is just one example of how that sense of awareness, a noticing, led to actions and practical practice. Actions of empathy. I believe that by engaging in relationships with others we're able to step outside of ourselves and make a positive impact for others.

9. Course Two – Module Eight: Reflecting Students’ Culture in Classroom Environment and Curriculum

Learning Objectives:	
<ul style="list-style-type: none"> Participants will be able to recognize the importance of their students seeing themselves reflected in the classroom environment and curriculum. 	
Instructions	Estimated Time
Pre-activity: <ul style="list-style-type: none"> Have participants reflect on: <ul style="list-style-type: none"> What would it look like for students to see their cultures and communities reflected in the classroom? Watch video of Maya Marlowe, Columbus City Schools https://youtu.be/CR2Bmdmg9PM	3-5 minutes 4:33

Post-activity:

- Have participants reflect on:
 - Do your students see themselves reflected in the classroom environment and curriculum?

3-5
minutes**Materials:** notebook/portfolio, video

Transcript

One of the things that's really important to me is helping students build their cultural identity. And I think that there are two parts to that one is how your classroom environment looks and the other is your curriculum. And then also your rapport with students. So, I think it's important in my classroom that as soon as students walk in, they see themselves in that class. So, from the bulletin board to the anchor charts the books that are in my classroom whenever students walk in, they're going to see themselves in there so that they feel comfortable. So, the curriculum that I use I really gear it towards my boys because the boys are the ones that generally have a real disconnect with the classroom. So, like this year I'm using the book the Crossover that's the first book that we started. But in addition to that my theme this year is this is America because I really want the students to study things that are going on in the real world. So, the next book that we were reading is Ghost Boys which is about a young boy that's shot by the police. And so, then we'll study that. And then Amina's Voice which is about a young Pakistani girl who is trying to bridge that gap between fitting in with America's culture and then also her Pakistani culture and her mosque is vandalized. And then Gabby Lost and Found which is about a young girl whose mother has been deported back to Honduras and she's dealing with living with a depressed father and so we're also going to study the current immigration, actually children that are being kept in immigration camps. Another piece of that I think is really being able to build relationships with your students. Everybody does it different ways. For me it's a lot of joking around with students, talking to students, having lunch with students, spending personal time with students. But I know that for everyone is different.

Well this year well not actually this year, last year we started doing connection circles in our building and that's when the students sit in a circle and I introduce a question and everyone has to go around and answer that question. But before they do that, they, we do a temperature check. So, they're either a 1 which is generally anything that's associated with the positive emotion, a 2 you're okay not nothing too bad but it's also not horrible and 3 where you have a really negative emotion you're frustrated you're sad you're angry something of that nature. So that's the first thing they do. Some of them tell me they'll say 1 because or 2 because or 3 because but that's not mandatory. And then we'll go into a question. Sometimes the questions are just fun questions like would you rather live in outer space or underwater? Or they might be more serious questions that are aligned with the word of the month. So, like for example this month it's responsible. So, what are some ways you can be a responsible student? In addition to that in the classroom we have a calming area. So you feel like you're in that 3 area and you need to calm down and you need to get back up to 2 or 1, the students are allowed to go over there and then we just have a lot of general discussions about things that are happening with them in their lives personally at home but then also that are going in the world going on in the world. And I teach my students how to respect the voices of their peers but also to respect the voices that are in the real world.

Some of the things I've done, we have done student questionnaires. We have done parent questionnaires about their child. And then we just we'll do just general checks as far as what do they know about a topic that we're studying things like that just pretty simple things.

I really have not before but with the Ghost Boys I've been researching what I want to do with that. Because I just, it's a topic that is so sticky and I really want to get into the head of my boys and see how they feel about being a young black man in today's world. With all the things that they see in the media I really want to explore with them, but I wanted to take it outside the classroom so some of the things I've been thinking about is making some type of video. But I don't know what the question is going to be yet. But I ask them a question videotaping their responses, having them write poetry but I want to do something with them sharing it. I'm not sure I want them to share it with police officers but I'm thinking that's the route that I'll probably go.

10. Course Two – Module Nine: Increasing and Acting on Socio-Political Awareness

Learning Objectives:

- Participants will be able to identify a starting point related to increasing their own socio-political awareness.

Instructions

Estimated Time

Watch video of Dr. Cynthia Tyson, Ohio State University

<https://youtu.be/DOQuBbeKjTk>

2:21

Post-Activity:

- Have participants consider the quote from the Dr. Tyson to answer the following questions.
 - “Demonstrating socio-political awareness is achieved in many ways on a wide spectrum. It is vitally important for every teacher to reflect and determine at what level you want to start.”
 - What are your reactions to this quote? What is one area where you could take the first step in becoming a socio-politically aware educator?

3-5 minutes

Materials: notebook/portfolio, video

Transcript

A story I often tell about figuring out when it's time to exit and enter and how that would be different. Here in Columbus, Ohio, there's an interstate called 270. I had just moved to Columbus, so I had no idea. I just found directions, and, OK, I'm going to drive. And I'm driving, I'm driving, I'm driving, and 270 becomes East 270. OK, well that happened; I don't know why but it did, and then it became North OK. And then it became west, and then it became South. And I'm totally confused. So, I exit go to a gas station back in the days when there were people there that could help you. And one of the people that worked there a young man said, "Let me show you something," because I was trying to get directions. Someone who said, "See this map on the wall?" He says, "Now, watch, this is 270." And he drew a circle, and he said, "You're never going to get anywhere you want to go if you stay on 270." And I realize that, OK, I've got to exit. We can enter at different places, but if we're going to the same destination, does it really matter where we enter? No. It matters where we exit; it matters when we can get to the destination.

And maybe you look at the exit, and you change your mind, and you say, "Well, I don't want to go there; I think I'm going to go." You can stay on that pathway until you find where you can exit to do the work that best suits you.

What we don't want to do is just stay on the circle because that's not going to get us anywhere. If anything, what it does it contributes to burnout; it contributes to feeling deflated. It contributes to you thinking, well what I'm doing really doesn't matter, and it matters. It matters in the lives of the children you teach. It matters in your life because as we know our lives are connected together. What you do on behalf of the children that you teach, even though you may not live in the same communities, you do for the good of all children everywhere because there's a ripple effect, and it impacts not only your life but those of the children and the communities that you teach in.

11. Course Two – Module Ten: Self-Care

Learning Objectives:

- Participants will be able to reflect on their own strategies of self-care.

Instructions

Estimated Time

Pre-activity:

- Have participants consider the following quote from Dr. Tyson "Self-care is vital to maintaining socio-political awareness and action". Discuss what this quote means to you as an educator.

1-2 minutes

Watch video of Dr. Cynthia Tyson, Ohio State University

https://youtu.be/_eeFcVIYJbw

<p>Post-activity:</p> <ul style="list-style-type: none"> Have participants do a “think, pair, share”: What are your reactions and thoughts about how Dr. Tyson advocates the importance of self-care? Share examples or strategies of how you successfully engage in self-care. <p>Post-activity 2 (optional):</p> <ul style="list-style-type: none"> Have participants watch the Westat video (https://www.westat.com/project/appreciating-culturally-responsive-teachers) titled “That Noble Title Teacher” by Trish Marcuzzo (under ‘Solutions’ on that webpage), and discuss why it is important for educators to recognize the many roles they play and talents they bring to the classroom or building. 	<p>0:41</p> <p>3-5 minutes</p> <p>3-5 minutes</p>
<p>Materials: notebook/portfolio, video, “That Noble Title Teacher” video link</p>	
<p>Transcript</p> <p>This is hard work. The issues are huge. So, you work as long and as much as you can, and if you decide that you need to take a break to take care of yourself, then that's okay. No one can stay on the frontline all the time, and I hate using military metaphors because I've got military people in my family. But there's a reason why the frontline rotates; it rotates because we want you to give it your all while you're there, but you may need to take care of yourself, and that means sometimes you need to step away. And that's been a hard lesson for many of us to learn because we stay in there, and we stay in there, and then we burn out, and we're not able to also support and help others. So, self-care and this work is really, really important.</p>	