

****Note: All students should take the Qualtrics survey prior to beginning this module!****

LESSON 1: IDENTITY AND CULTURE

Materials you may need:

- Handouts 1A, 1B, 1C
- What you'll use for norms setting
- A way to play music; a way to call everyone together
- Slides to project the objectives and the culture tree

Objectives:

- *Students will be able to articulate what is meant by "culture"*
- *Students will recognize that everyone has a culture*
- *Students will describe some of the norms of the culture they grew up in and how their personal identity has diverged from that culture*

A) Setting Norms

You should feel free to do this in the way that works best for you and your students in your context. We have seen a few approaches:

1. Having the instructor set the norms with language such as:
We are going to have uncomfortable conversations and insights. It's the discomfort that helps us learn and grow. It's also the sharing (and the sharing of discomfort) that helps to deepen relationships with each other. Let's celebrate that and create space for that rather than shying away from it.
2. Having the instructor facilitate a discussion where students suggest norms and the instructor recasts those norms so they end up approximating the following:
 - a. Assume best intentions—we are all doing our best with what we've got in this moment.
 - b. Assume growth and evolution—all of us have room to grow and learn from each other.
 - c. Everyone's voice is important.
 - d. What's said here stays here.
3. Having small groups work together to formulate their own norms. Often the instructor will provide some examples and also circulate

to support the groups as they work. Generally, every member will sign off on the norms before moving forward.

B) Name Histories

This task is intended to ease students into the work of exploring their identities and histories. You should feel free to do this as a “Do Now” as students are entering on this first day or after you set norms together, depending on the context (e.g. if students tend to mosey in and take their time getting settled, it may be helpful to have the “Do Now” ready to go. It’s not necessary to have norms set before having students work on their name histories

1. Provide handout: NameHistory.1A
2. Have students share in small groups or with one other person one aspect of what they wrote about. It’s helpful for community-building to do this in small groups if time permits.

C) Individual Identities

Moving now beyond names, the personal identities handout: PersonalIdentitiesWheel.1B will have students extend their thinking about aspects of their personal identity. Have them complete this and then tuck it away for later. No need to have them share with others for now.

D) Defining/Exploring Culture

1. Begin with a 1-minute essay with the following prompt: In your own words, how would you define “culture”?
2. Next, share the Zaretta Hammond Culture Tree on a slide (it’s also on the “I Am From” poem handout). Talk through the three levels of the tree, and then have students stand up. Play some music as they circulate around the room. When the music stops, find one person to share with. We will say a level of the tree, and you will share one aspect of your family/community culture with that person from the level we call out.
3. Have students sit back down and think about the cultural norms in the family and community you grew up in. Quickly write a few notes to yourself. (e.g., What were the expectations for gender roles? For civic and religious engagement? For educational attainment? For individualism vs. collectivism? Notions of time

and timeliness? Definitions of family? How language is used?)
Have students share with their small group one of those norms.

E) “I Am From” Poems

Many students will have seen a version of this poem in elementary classrooms or even in their teacher preparation. This version is intended to explore/illustrate the student’s culture—surface, shallow, and deep. Let students know that they will share their poems with at least one other person.

1. Use the handout CultureTree.IAmFromPoem.1C and have students write their own I Am From poems on a piece of paper or on their laptops. (Note: Please feel free to change the example so it’s from you, the instructor!) Poems will take 12-15 minutes to write.
2. Depending on your context, have students share their poems with one partner or in a small group. This may depend on time, or it may depend on comfort level. Allow some time for questions/comments.
3. Invite anyone to share whole-group, and allow some time for questions/comments.

F) Wrap-up: Have students work in partners or small groups to discuss how (if at all) their personal identity has diverged from the cultural norms they grew up with.

Danger of a Single Story

Before we can get to a place of implementing Diversity, Equity, and Inclusion in our classrooms of young people, there is an underlying understanding that we must embrace - the **full humanity** of every one of our children, colleagues, and families. Truly, this is not an easy charge--everything in society, the media, often our own social and cultural groups normalizes *some* ways of knowing and being and *otherizes* ways of knowing and being that are different from our own or different from mainstream or dominant groups. This otherizing also *dehumanizes*--it presents some people and some ways of knowing and being as less human, less good, less normal. It is our job to make sure that we actively disrupt these biases and work to understand, embrace, and learn from all of the ways of being human. That way, you are able to genuinely enact equity, diversity, and inclusion in your classroom.

Today, we'll start by discussing what it means to learn the whole story and the danger of only knowing the single story, especially as that relates to identities and groups that are non-dominant or marginalized.

https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

Small-group discussion #1

1. What does Adichie mean by "The Danger of the Single Story"? In other words, what is the "single story"?
2. What does power have to do with whose stories are told and not told? Why is that problematic?
COME BACK TOGETHER--ASK A FEW GROUPS TO SHARE OUT—SYNTHESIZE

Small-group discussion #2

1. Describe a time when you had a single story about a group of people. How/when did you learn that you didn't have the whole story?
2. Describe a time when someone else may have had a single story about a group you belong to. How did that feel?
COME BACK TOGETHER--ASK A FEW GROUPS TO SHARE OUT--SYNTHESIZE

Small-group discussion #3

1. What does the phenomenon of a single story have to do with being an educator? Consider classroom community, instruction, curricula, etc.
2. What are some concrete ways that you might work this year to uncover the multiple stories about groups of people who are different from you or who are marginalized?
COME BACK TOGETHER--ASK A FEW GROUPS TO SHARE OUT--SYNTHESIZE

We will be returning to themes around diversity, equity, and inclusion throughout your year. We hope that you will take this framing--seeking out the whole story and humanizing all of your students, their families and communities, and your colleagues--with you through this year and beyond.

NOTES, IN CASE THEY'RE HELPFUL:

For after the first discussion:

--It's the stories from dominant social groups (in the U.S.--white, male, Christian, English-speaking, cisgender, hetero, able-bodied) that are everywhere. They get nuance--their whole stories are told. They also have the most power (to make and enforce) the rules. Power begets power, and the stories of marginalized social groups are either not available, very rare, or without nuance. That lack of nuance is dehumanizing and problematic.

After the second discussion may be a bit tricky, b/c I'm not sure if or how many folks will want to share something that personal whole-group. But. . .if we tell them beforehand and let them share either their own or another group member's story (so it's sort of anonymous), it could be helpful to hear stories beyond their own group. What do you think? Or you and I could each share a story if they're not willing?

After the third discussion, some of my thoughts are:

Related to your teaching--

--Create spaces for your students to share their own stories. This feels most intuitive in ELA, but it can be done across content areas--class meetings across content areas; family numeracy practices; pick a dataset you're interested in

- Ensure that your curricular materials are humanizing, inclusive, and diverse. If you are required to use texts that are not those things, teach your students to critique them (and supplement!)
- At the most basic level, be aware of whose voices you are privileging--who are you calling on to respond to questions? How much time are you providing for students to think of responses before they're asked to speak? Are there ways to have students share that don't involve speaking aloud?

Strategies this year--

- It's vital to get to know your students, their families, your colleagues, and the communities of which they are a part. You have access to a variety of ways of knowing and being through them--be respectful, but engage and learn!
- Literature (+ podcasts, movies) are a great way to learn nuanced stories; choose the texts you read on your own and the texts you use with your students purposefully
- Actively work to unearth and dismantle your biases and stereotypes. We all have them, and we all have the responsibility to work to dismantle them. This is something we will work together on during this year.
- Understand that this is continual and ongoing work, and societal pressures are working against you. Stay vigilant, and have fun with it.

LESSON 2: PRIVILEGE AND BIAS

Materials you may need:

- Handouts 2A, 2B (and/or projection of the youtube video), 2C (or slide to project), 2D, 2E, Colorblind Activity
- Students need internet access

Objectives:

- *Students will work together to explore, acknowledge, unpack their own privilege and disadvantage.*
- *Students will be able to define implicit bias and describe how it can impact teaching and relationships with children, families, and communities.*
- *Students will be able to describe concrete strategies for reducing and dismantling bias.*

A) If it makes sense in your context, have the students complete the handout: SocialIdentitiesWheel.2A when they enter class. If you think it would be helpful, you can have some clarifications on a slide (e.g. for the differences among sexual orientation, gender, and sex).

- B) After you've called everyone together and reviewed the objectives for the day, have students do a quickwrite in response to this prompt: *What has been your experience of race? How old were you when you first had to really think about how race defines the everyday experiences of you or others? And what does this have to do with teaching children?*
- C) This is a heavy day, and it's important to acknowledge that and also to acknowledge that people's experiences are their own and are ALL valid. You may wish to say something like the following: *We're going to think about what privilege actually looks like as it's borne out in everyday activities and interactions. For some of you, this has been an everyday reality for as long as you can remember. For some of you, a lot of this will be eye-opening. That is absolutely fine—this isn't some sort of competition of who is more or less "woke." We all have some privilege by virtue of being at this institution, living in this country, etc. The point is to, perhaps, move a bit further along in understanding what everyday experiences may be like for folks with less privilege than you.*
- D) Privilege
1. Have students either read handout: InvisibleKnapsack.2B or watch a video that scrolls through the same information, noting or highlighting anything that resonates for them:
<https://www.youtube.com/watch?v=DRnoddGTMTY>
 2. Have students read handout: Privilege.SocialIdentities.2E., noting or highlighting anything that resonates for them.
 3. Create or have students choose groups of 3. You can use the "task card" that is handout: TaskCard.2Copies.2C so groups can go outside the classroom if that works better. Otherwise, you can project the directions on a slide. For each round, each person will speak for 1 full minute while the other two people listen without interrupting. It may feel unnatural, but we want to be sure each person has space to speak and everyone else is really listening. (Ring a bell after each minute so students know to switch.)
 - A. Round one: What are one or more ways in which you've had unearned **disadvantage** in your life?
 - B. Round two: What are one or more ways in which you've had unearned **advantage** in your life?

C. Round three: What is it like for you to sit here and talk about and hear about these experiences of unearned advantage and disadvantage?

Whole group discussion: What was that like for you? What additional questions do you have, in general or for each other?

E) Implicit Bias

1. Illustrating the implicit nature of bias/connections

Start out with a word association activity where you ask students to consider the first gender (man or woman) that comes to mind when you hear a particular role. (Acknowledge that gender is a spectrum but also that society tends to make it binary.)

President, Doctor, Nurse, Preschool Teacher, 2nd Grade Teacher, Middle School Teacher, High School Science Teacher, Principal, Superintendent.

Class discussion: Where does that initial reaction come from?

(families/communities, experience, societal messages, media, etc.) It is all stuff we're immersed in, and it isn't easy to just turn it off.

Intro to the next section: Implicit Bias

Bias is a preference in favor of, or against a person, group of people, or thing. These initial human reactions, which are often unconscious, are rooted in inaccurate information or reason and are potentially harmful. Biases are also part of being human. Once we know and accept we have bias, we can begin to recognize our own patterns of thinking. With awareness and a conscious effort, we have the power to change how we think and to challenge the negative or harmful biases within ourselves.

Why are we all biased? Bias is how our minds streamline thinking so we can quickly make sense of the world. Our brains are biologically designed to perform these quick judgments unconsciously. In early prehistory, this unconscious, streamlined thinking was a form of protection against threats from the natural world. Over time, this way of processing has persisted between individuals and groups of people. When acknowledging another person or group, the brain intuitively

forms an opinion – good, bad, or indifferent - often minimizing the complexity and humanity of others. Although bias is automatic, with practice, we can learn to change our thinking to allow a fuller, more nuanced understanding of others. [from **National Museum of African American History & Culture: Talking About Race--** <https://nmaahc.si.edu/learn/talking-about-race/topics/bias>]

+ IAT--watch this video together:

- TED Talk [0:00-9:24--stop at 9:24--examples aren't really relevant]:
https://www.youtube.com/watch?time_continue=381&v=9VGbwNI6Ssk&feature=emb_logo

Take about 10 minutes together as a small group to respond to the following question:

What do implicit biases have to do with teaching?

Then, take about 20 minutes on your own to take the Implicit Attitudes Test that Jerry Kang described in his TED Talk. You can stay in your break-out group, just work quietly on your own.

1. On the home page, you can register as a guest to move more quickly.
2. If you've already taken some of these, take a new one.

<https://implicit.harvard.edu/implicit/>

Finally, take a few minutes to debrief with your group. No need to share anything personal--just your reactions to the experience and this task.

2. Defining Implicit Bias

Reiterate/Explain: Bias is not a point of shame—we are all products of the systems and environments in which we grew up. The important thing is awareness so that we don't use our power in problematic ways. Having biases is just part of the human condition. It doesn't mean we are flawed or racist, sexist, ageist, ableist, etc. We have power in

classrooms, though, so it's really important that we have a clear sense of where some of our reactions may be coming from.

Next, have students work with article:

Staats.2015.UnderstandingImplicitBias. Depending on your context, you may want to do one of the following:

- i. Have them read it for homework and respond to guiding questions as they read.
- ii. Have them read one section at a time during class, taking notes as they read and engaging in discussion after each of the 3 sections.
- iii. Present the information in lecture format.

3. Taking the Implicit Associations Test

The Staats article does a good job of describing what the IAT is and why it's useful. It makes sense to have your students spend 15-20 minutes trying it out in class, and then encourage them to do more of it at home. You may want to say something like the following beforehand: *Keep in mind that a person is only aware of less than 10% of what's going on in your brain at any given moment. Humans have adapted to the onslaught of information we get by processing it efficiently. But that efficiency has a downside: We categorize. Sometimes those categories are based on previous experience; often, they're based on what we're taught, either explicitly or implicitly.*

- a. Have students take the IAT, starting with the black/white one.
- b. Students aren't required to share what they learned about their specific biases, but the following are questions they can use for a follow-up small group discussion:
 - i. How did the IAT inform your understanding of hidden bias?
 - ii. To what extent were you surprised by your results?
 - iii. How does understanding your own implicit bias better equip you for respectful engagement with diverse populations?

4. Jigsaw websites

The following websites offer some information in support of the Staats article. It may be useful to have each student read through one of the sites and then return to small groups to share additional insights.

<https://www.scholastic.com/teachers/articles/teaching-content/bias-proof-your-classroom/>

https://greatergood.berkeley.edu/article/item/four_ways_teachers_can_reduce_implicit_bias

<https://humaneeducation.org/blog/2018/can-spot-biases-classroom/>

Challenging Our Implicit Biases

What is the negative/ biased thought?	Why is it problematic?	What is an alternate story and/or how can you work to dismantle this bias in yourself?
<p><i>EXAMPLE: I realized during meetings with our families that I tend to think non-English-speaking families are less interested than English-speaking families in their children's schooling/academics. Or maybe it's about lower-income families. I'm honestly not sure.</i></p>	<p><i>All families want what's best for their children—I know that. And I think schools in the U.S. may be different from schools in other places, which can be intimidating or confusing for immigrant families. Also, parents may believe that schooling is the teacher's job and character-building is the parents' job. None of this has anything to do with interest.</i></p>	<ul style="list-style-type: none"> • <i>I can ask caregivers what their own experiences were with their families being involved in education.</i> • <i>I can survey families and offer lots of choices about what involvement looks like</i> • <i>I can take the time to really get to know my families!!</i>
		<ul style="list-style-type: none"> • • •

5. Wrap-up

Respond to additional questions. Reiterate that this is ongoing work for all of us but that there are very real ways for us to dismantle biases in support of more equitable classrooms and teaching.

F) Colorblind Activity and Discussion

Given the day's discussion, have students reflect on this statement: "I don't think of my students in terms of their race or ethnicity. I am color blind when it comes to my teaching."

LESSON 3: ASSETS, CULTURAL WEALTH, AND FRAMING ENGAGEMENT WITH FAMILIES

Materials you may need:

- Handouts 3A, 3B
- Scissors

Objectives:

- *Students will be able to identify and articulate a broad range of assets that families may possess.*
- *Students will understand the difference between deficits- and assets-framing.*
- *Students will identify attitudes, practices, and language used by teachers who are experts in family and community engagement.*

A) Family Assets and Cultural Wealth

- a. Provide handout: FamilyAssetsSort.3A. Have partners cut apart the words/phrases and sort in ways that make sense to them. The goal is just to have them interacting with the various assets.
- b. Share the family assets/cultural wealth handout. Talk through it and answer any questions.

B) Assets versus Deficits Framing

Watch the following video whole-class. In each small group, have a few people specifically note the *assets* the family exhibits. Have a few others specifically note the *deficits* the family exhibits

Duluth, MN home visit video

<https://www.youtube.com/watch?v=S78bxZ4O8Lk>

Have deficits folks share with small groups and assets folks share whole-class to create a “comprehensive” list of the assets.

C) Relationship-building with people who are different from us.

Share that we need to consider at least three things:

- *Attitudes we espouse*
- *Practices we use*
- *Language we use*

Share two videos that are profiles who do this work purposefully. Have students take note of practices, attitudes, and language they might classify as ideal for engaging with families and bringing knowledge back to the classroom?

https://www.youtube.com/watch?v=x1EkJ_Q-Edc

<https://video.edweek.org/detail/video/1290356797001/teaching-tolerance-2011:-sonia-galaviz?autoStart=true&q=diversity>

D) Articulating strong practice with regard to assets-framed relationship building with students, families, and communities

This piece is about synthesizing what students have learned in the prior three sessions together. It could take a variety of forms, including:

- Work in small groups or partners to create a PowerPoint slide that represents a teacher who does this work well.
- Work in small groups or partners to draw a poster that represents a teacher who does this work well.
- Create a video or podcast that’s advice to beginning teachers.
- Write a belief statement about how and why you engage as you do with diverse families and communities.
- Etc.

LESSON 4: ASSETS-FRAMED HOME VISITING

Materials:

- Handouts 4A, 4B, 4C, 4D
- Something with which to project videos, directions

Objective:

- *Interns will have a clear sense of the purpose and practice PTHVP model for home visiting and will feel equipped to conduct a relationship-building, assets-framed home visit with one family in their class*

A) Review of Family Assets and Cultural Wealth:

Read home visit narrative (handout HomeVisit.Narrative.Example.4A) and highlight/underline the assets that are evident or alluded to in this family. Have students read individually, talk with a partner or small group, and then you facilitate a quick whole-class discussion.

Share the objectives for the day and then share one reflection, in particular, from a student teacher who conducted this kind of home visit a few years ago:

I think I made the association between low-income families and messy homes from watching television shows like “The Middle” and “Shameless,” both of which portray low-income families with very messy, chaotic homes. The assumption runs a lot deeper than just cleanliness, though. I think it reveals an unconscious belief that low-income families just don’t have their acts together. Visiting Bella’s house was a good reminder that low-income families do not automatically have disorderly home lives, and assuming they do is buying into harmful stereotypes. In fact, Katherine seems to run a more orderly, well-managed house than any mom I know...

If I’m being honest, I was not looking forward to the home visit one bit. I thought it would be awkward and intrusive, and I had no idea what I would talk about (I am a particularly horrible conversationalist). In conferences, my mentor teacher had done 95% of the talking. I was nervous to have to talk to parents and address their concerns on my own. I gritted my teeth and went, though, and I’m so thankful I did. It was such a nice way to learn more about Bella’s family and home life. It also made her feel special, because she got to show me her house and introduce me to her mom and brothers. I understand now the value of home visits in fostering positive

home-school relationships for both the students and their parents/families. Home visits also allow teachers to see a more holistic picture of their students' lives. If it hadn't been for the visit, I never would've met Bella's dad, learned about her dream of playing college basketball, or seen how hard Katherine works for her family. I feel like I actually know a little bit about where Bella comes from now, whereas before I just knew how she behaved in school.

Explain to students how home visiting is supported by the implicit bias readings they explored last session. Even if there are ways in which your home visit or other interactions with families reinforce biases you have, you now have experiences that create a fuller picture of the assets that family has.

B) Home Visits Training

1. Share information and framework

Parent Teacher Home Visit Project Intro:

<https://www.youtube.com/watch?v=3gSdQ5QWxKo>

Come Along on a Home Visit—News Report:

<https://www.youtube.com/watch?v=lofJK7ZwPEc>

Share handout HomeVisit.ProtocolPurpose.4B and have students read it to themselves. Follow this with a small-group discussion to generate questions.

A few things to note:

- By following this protocol, you are asking 3 separate times for permission to enter the home (initial call, confirmation call, knocking on door). Yes, you are a mandated reporter. If after 3 requests you are seeing something you shouldn't be seeing, the family is asking for help/support. You do not need to feel bad reporting at that point. But make absolutely certain you confirm your visit the day before!
- If all else fails (there is no language broker, no technology, no googletranslate), it is still better to be present, to smile, to say

hello in the home language, etc. than not to have visited at all. You humble yourself by showing up.

- Speaking of humility, the purpose of the visit, first and foremost, is to listen. You are the learner; the family is the expert.

Review (from handout HomeVisit.ProtocolPurpose.4B) the framework for the phone call. Then, have partners practice making the phone call.

Role-play the home visit!

Overwhelmingly, we have found that it is helpful to practice in a safe space.

- Get in and stay in character
- Use the form to take notes
- Take about 10 minutes for the role-play of the visit and 5 min to debrief

You'll form groups based on the number of the playing card you have.

Lowest number: Observer—use handout to take some notes

Middle number: Parent

Highest number: Teacher

Some (limited) background information for the role play. You will improvise the rest:

Focal child is Raul—a third grader—he is shy and responsible in class; loves math; struggles a bit with reading/writing

Family's first language is Spanish, but everyone speaks some English. Family immigrated from Honduras 6 years ago.

At home, Raul likes to help his father garden. He has a younger brother and a new baby sister. His family worries about him being so shy with other kids.

Students (when they are in the role of Observer) should use the handout HomeVisit.RolePlay.Feedback.4C to take notes that they will share during the debrief.

Come back together for any lingering questions.

BONUS: PLAN FOR ENACTING COMMUNITY RESOURCE VISITS!

Community Resource Exploration and Mapping

Please sit with other folks who are at your placement school. Using what you've learned so far and any additional internet resources, you are going to create a google map of the organizations and community resources or organizations that families at your school make use of. Do not include grocery stores or restaurants.

You'll have about 10-15 minutes—see if you can work together to find and include at least 15 resources and organizations.

1. <https://www.google.com/maps/d/>
2. Click: Create a new map
3. Go to the top right and click "Untitled map"
4. Give your map a name and description.

- Off-site afterschool programs
- Community centers
- Libraries
- Food banks
- Shelters or safe spaces for families in crisis
- Houses of Worship
- Places for fitness and activity
- Places for adult education or ESL support

Community Resource Visit (Guidelines to share)

- Fine to go in groups (up to about 4 people); choose a place and a back-up in case the timing doesn't work
- Be sure you get to talk with someone who works there; prepare some questions beforehand
 - Sample questions: What population do you serve, what is something you wish local teachers knew about your org?

- Call to make contact; explain the purpose of the project; ask if it would be okay to visit; be clear about how many of you will come, for how long, and what you are hoping to learn
- Call the day before to confirm
- Professionalism – Ask what this means here
- Hand-written thank you note