

Inclusive Classroom Tips

These tips were compiled by a library/media specialist who supports elementary, middle, and high school teachers and students. She shared these tips with teachers by including them in weekly newsletters. See below for her list of inclusive tips!

Topic	Date included in newsletter														
	ES	MS	HS												
<p>Identity Safe/Inclusive Classrooms This new column in the staff newsletter will include short informative pieces on helping us all create identity safe/inclusive classrooms. "Identity safe classrooms are those in which teachers strive to ensure students that their social identities are an asset rather than a barrier to success in the classroom." All students are welcomed, respected, and valued for their unique identities. Identity safe classrooms are free from labels and stereotypes that pigeon hole students. Students see themselves and their social identity in the literature, curriculum, posters, and stories of the classroom. Read more</p>	12.16		1.4												
<p>Questions to ask yourself – Is your classroom a place that embraces diversity? 1) Do I use language that includes students of all genders rather than boys and girls? Do I avoid labels based on gender and stereotypes? 2) Do I utilize books and articles that represent all different students and families? 3) Do I know how to correctly pronounce all of my students names? 4) Is my classroom decorated with multicultural images that mirror student backgrounds and showcase the diversity of our society? 5) Do I send out important emails in Spanish and English?</p>	1.20.16		1.10.16												
<p>Consider this image, what stands out to you?</p> <p>Diversity in Children's Books 2015</p> <p>Percentages of books depicting characters from diverse backgrounds based on the most commonly cited and reported data from the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison. www.cooperativechildrensbookcenter.org</p> <table border="1"> <tr> <td>0.9%</td> <td>2.4%</td> <td>3.3%</td> <td>7.6%</td> <td>12.5%**</td> <td>73.3%**</td> </tr> <tr> <td>American Indian/First Nations</td> <td>Latina</td> <td>Asian Pacific/Americans</td> <td>African/Americans</td> <td>Animals, Trucks, etc.</td> <td>White</td> </tr> </table> <p><small>* Held a number of the first children's books published in any other ethnic group, and about half of those depict non-human characters, like animals & trucks. ** The remainder of books are unrepresented.</small></p>	0.9%	2.4%	3.3%	7.6%	12.5%**	73.3%**	American Indian/First Nations	Latina	Asian Pacific/Americans	African/Americans	Animals, Trucks, etc.	White			1.17.17
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<p>Building an Inclusive Classroom Community:</p>			1.24.17												

<ul style="list-style-type: none"> • Never tolerate abusive language in your classroom or in the halls. • Keep an eye out for bullying and act to stop it. • Respect the names students wish to be called and the pronouns they prefer. When unsure, ask with empathy and respect. • Respect the clothing choices students make, supporting them as they figure out how they want to perform their gender. • Use terms like partner instead of boyfriend and girlfriend or husband and wife. 			
<p>Tips for Creating Gender Inclusive Classroom</p> <ul style="list-style-type: none"> • Find ways of grouping and lining up students other than “boys here, girls there” or “boys do this, girls do that.” • Monitor choice activity time to ensure that students are not segregating themselves by gender. • Use inclusive language when referring to students, families, or others outside of the classroom. • Make sure the analogies you use when teaching don’t rely on hetero-normative or gender-normative images or viewpoints. • Write math problems with contexts that include a variety of family structures and gender-expressions. <p>Read more</p>	3.3.17		
<p>What is gender? Sex is a person’s biology, chromosomes, anatomy. Gender is how you feel about yourself. For many people gender identity and sex match these people are considered cisgender. For others, gender identity—how a person feels about themselves—differs from their biology. There are many terms that describe this including gender expansive, gender nonconforming, transgender. Some children know their gender identities and birth sexes don’t match at a very early age. For some it is as simple as I was born a boy, but I’m really a girl. For others, their gender identity exists somewhere between male and female, at various points along the gender spectrum. Read more</p>			
<p>Cisgender, Genderqueer, Gender Identity and Gender Expression- Want to know more about these terms and more? http://www.welcomingschools.org/resources/definitions/definitions-for-adults/</p>			
<p>Have you struggled with how to respond to questions like, “How come your hair is short, you look like a boy?” Read more answers to tough questions here: http://www.welcomingschools.org/pages/be-prepared-for-questions-and-put-downs-about-gender/</p>	2.24.17		
<p>In this video, watch Ash Beckham give an awesome talk (5 and a half minutes long) at Ignite Boulder. Topic: “Eliminating the word ‘gay’ as a pejorative from our</p>			3.7.17

lexicon." Could be a great video to use with HS students to start a discussion about the use of "that's so gay."			
Check out this Huffington Post blog on how to be a better ally to trans* teens .			
To facilitate learning, "it is important to acknowledge the students' background, and to validate and incorporate their previous knowledge into the process of acquiring new information.... If a student cannot relate new information to his own experiences, or connect the new material to a familiar concept, he may perceive the new information as frustrating, difficult or dismiss it completely, believing it to be in conflict with his already tenuous understanding of the world. Teachers have the responsibility to seek out cultural building blocks students already possess, in order to help build a framework for understanding. " (Why Classrooms Need Diversity Education) What are some easy ways you've found to promote diversity in your classroom? Share your ideas here .	4.28.17		2.7.17
Consider teaching lessons on diversity from Welcoming Schools , purchasing books for your classroom library or read-alouds from Scholastic's flyer " We Need Diverse Books " (available through February), or having your students create their own versions of the traditional safe zone sign to hang around your classroom.			2.21.17
What is the impact of silence? http://www.tolerance.org/magazine/tt54-fall-2016/feature/dont-say-nothing			
Think about your words and how you might be alienating someone inadvertently. Think about how you talk to your parent volunteers or your paras. Our students see when we're ignoring important issues or being complacent with inequality. Your students are watching and they're learning how to be people from you.	5.5.17		
Wondering how to talk to students about stereotypes. Watch a short video on a child's view on stereotypes. Check out the tips on this website .	4.7.17		
Wondering how to talk to students about race. Check out the tips on this blog .			

<p>GLSEN has some great ideas for putting kindness into action with No Name-Calling Week 2017: January 16-20.</p>			2.14.17
<p>Thinking about inclusion with holidays this December? Read more here: http://www.tolerance.org/avoiding-holiday-balance-traps or here: http://www.tolerance.org/article/christmas-curriculum-unintended-consequences</p>			
<p>Resource: America by the Numbers with Maria Hinojosa is a PBS documentary series produced by the Harlem-based Futuro Media Group. It reveals how dramatic changes in the composition and demographics of the United States are playing out across the country. Find lesson plans and resources for grades 6-12 at Teaching Tolerance.</p>			1.31.17