Little People Have Big Ideas

Implementing a Social Justice Lens in Elementary
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 - 1:40</td>
<td><strong>Part 1: Defining social justice</strong></td>
</tr>
<tr>
<td>1:00 - 1:05</td>
<td>Introductions</td>
</tr>
<tr>
<td>1:05 - 1:20</td>
<td>Peeling Back the Onion</td>
</tr>
<tr>
<td>1:20 - 1:25</td>
<td>Define social justice</td>
</tr>
<tr>
<td>1:25 - 1:40</td>
<td>Share several social justice projects</td>
</tr>
<tr>
<td>1:40 - 2:30</td>
<td><strong>Part 2: Creating a social justice project</strong></td>
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<tr>
<td>1:40 - 1:45</td>
<td>Choose social justice topic and get into groups</td>
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<td>1:45 - 1:55</td>
<td>50 Things</td>
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<td>1:55 - 2:05</td>
<td>Yes and...</td>
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<tr>
<td>2:05 - 2:20</td>
<td>Intro planning template and work</td>
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<tr>
<td>2:20 - 2:30</td>
<td>Introduction to available resources</td>
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Introductions

Find a group of 3 that...

- Teach a different grade
- Are born in a different decade
- Have something odd in common, unrelated to school (the stranger the better)
Peeling Back the Onion

Everything we do has a sociopolitical context.

● 2014 was the 1st year more than 50% of public school students were people of color.

● 82% of public school teachers were white.

● 80% of principals were white.
Peeling Back the Onion

Aspects of our identity impact our work as educators every day.
Peeling Back the Onion

Race/Ethnicity
Peeling Back the Onion

Gender
Peeling Back the Onion

Sexual Orientation
Peeling Back the Onion

Religion
Peeling Back the Onion

Socioeconomic Status
Peeling Back the Onion

Shed the least important one.

Shed another.

Shed another.

Shed down to one.
Reflection

How do you feel?
Was it easy?
Was it hard?
Did anyone surprise themselves?
Reflection

How does it feel to be reduced to one facet of your identity?

- I didn’t like identifying my race as a color.
- When I was left with 3 of them, I had to look at all 3 and decide which criteria I want to define me. I thought about “Which one do I have more stories that I can tell myself through?”
- It was like I was giving up part of me each time I shred one.
- Was not honoring the multiple parts of who I am.
- Was wondering what we would do with these next - worried about what people would identify me as.
- What do I hold the most power in vs. what do I hold the most stories in?
- At the beginning it was priority based, when it continued I used my ideals to decide.
- Which has given me the most access in my life.
- Which parts of me are most important in what I do and how I live.
- Boiling it down to the most essential.
Peeling Back the Onion

The experience of being reduced to one facet of our identity is how marginalized groups feel in America and in our education system.

It is also one of the key tools of hate used by many groups to stifle the voices of non dominant groups.

“The less we know about each other, the more we make up.”
- Donna Ford
What is **social justice**?

Partner: Turn and Talk

- What does social justice mean to you?
- How have you seen social justice work being done in your school or classrooms?
- What has worked and not worked?
What is **social justice**?

- A call to action
- Advocating for those that cannot advocate for themselves
- Making sure that everyone has an equal voice at the table
- Teaching advocacy
  - Creating an environment where students feel safe to advocate for selves
- Creating a culture that collaborates around problem-solving
- Creating an opportunity to unveil injustices to students
Examples of projects with social justice lens

Big World, Little Library

Be the Change: A Call To Action

Great Migrations
Choose a topic to focus on

Ability

Bullying and Bias

Class

Gender and Sexual Identity

Immigration

Race and Ethnicity

Religion

Rights and Activism
Design Thinking for PBL: 50 Things

What can students make, build or do at your school that would incorporate your social justice topic?

List at least 50 things that students can make, build or do.

- Two ways to win!
  - First to 50
  - Group with the longest list
Design Thinking for PBL: Yes, and...

Come to a consensus around an idea to develop further - something that makes you excited and will make your students excited!

Write your project idea in the center of the page....
Tina Fey: ‘30 Rock’ Star’s Success Secret: ‘Say Yes’

“Greet everything with ‘Yes, and....’”

“Make statements instead of putting the burden on others with questions.”

“Stay in the present, as opposed to focusing on the past or future.”

“The fun is always on the other side of a yes.”
Design Thinking for PBL: Yes, and...

Label & code your page.

● What might be a way to launch your project? (L)
● What might be ways to exhibit your students’ work? (E)
● What are the classroom assignments, day-to-day work, skills and content that will be part of daily school work? (A)
4. Exhibition Venue
Where could the exhibition take place?

5. Outside Experts
Who are you hoping to work with, and what could they do?

<table>
<thead>
<tr>
<th>Person</th>
<th>What can they do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

6. What students need to know in order to do a good job, how they can learn it, and when they need to know it? (7.) Skills  (8.) Content  (9*) Activities

9. Timeline/ Milestones
List the key dates and important milestones for this project. (e.g., check-ins, critique sessions, deadlines for drafts and specific product components)
## Modular Project Planner

Projects typically feature many—or likely, all—of the following elements. Some are key to the beginning of a project, others are likely found towards the end, and others are used throughout.

<table>
<thead>
<tr>
<th>Project Launch</th>
<th>My ideas...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Questions</td>
<td>My ideas...</td>
</tr>
<tr>
<td>Open-ended questions—relevant to academia, students’ lives and the world beyond school—expressed in student-friendly language and encourage diverse thinking and further inquiry.</td>
<td></td>
</tr>
<tr>
<td>Brainstorming</td>
<td>My ideas...</td>
</tr>
<tr>
<td>Students and teachers collaborate to generate and share important ideas and to save and post their creativity, plans, concepts, suggestions, questions and more for future inspiration.</td>
<td></td>
</tr>
<tr>
<td>Critique</td>
<td>My ideas...</td>
</tr>
<tr>
<td>Students and teachers use structures to regularly analyze work samples for meaning, the principles that contribute to their effectiveness, to identify important learning targets.</td>
<td></td>
</tr>
<tr>
<td>Drafting &amp; Revision</td>
<td>My ideas...</td>
</tr>
<tr>
<td>Students and teachers generate multiple iterations of their work informed by critique, models, or instruction, in a trajectory towards increasingly meaningful and beautiful work.</td>
<td></td>
</tr>
<tr>
<td>Exhibition</td>
<td>My ideas...</td>
</tr>
<tr>
<td>Bring student work into the “real world” to share work with important community members and to foster meaning by putting student work in the position of serving others.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>My ideas...</td>
</tr>
<tr>
<td>Projects lend themselves to multiple forms of assessment, and assessment is informative, reflective and collaborative.</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>My ideas...</td>
</tr>
<tr>
<td>Students and teachers look at their work and ask questions designed to foster thoughtful, deliberate practice.</td>
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</tbody>
</table>

## Throughlines

- Concepts deliberately woven into the fabric of HTH projects & practices.

### Voice & Choice
Projects are designed to include student, parent & community voice in the co-design of educational experiences
- How are students included in the project planning processes?
- How are parents invited into the various processes of the project?
- How are community members or experts used in planning, critique or revision of student work?
- How might students, parents, community members and experts be included in assessment?

### Equity & Diversity
Projects are designed to provide access and challenge for all students to engage in meaningful work. Projects are designed to value a wide range of perspectives, skills, knowledge, content, and products.
- How will struggling students access this work?
- How will all students find moments of challenge in this work?
- How are meaningful connections created for all students with peers, experts and teachers?
- What are different ways in which students may shine in this project?

### Reflective Practice
Projects are designed to foster thoughtful, deliberate practice.
- How are opportunities created for students and teachers to collect their thoughts about their work?
- How does this project foster collegial relationships designed to help students and teachers meditate on their experiences?
- How might reflections be incorporated in assessment?
- How are reflections incorporated in the thoughtful development of deliberate practice?

### Passion
Projects are designed to tap into students’ and teachers’ personal questions, values, and passions.
- Why is this work important?
- What makes this work authentic?
- How might students and teachers engage in deep inquiry through this project?
- Where will the project live after the exhibition is over?
Resources

Teaching Tolerance

Newsela and Readworks Text Sets

Work in Progress. Please help!

We Need Diverse Books

#StepUpScholastic

Teaching For Change

Diverse Library Investigation

Kid World Citizen blog

Past Projects

Be The Change Project Planner - 3rd Grade

What Can We Do? - Current 4th Grade Project

Social Norms - 3rd Grade

goo.gl/7wWrNk
Exit Ticket

Please fill this out to help us best serve educators interested in teaching social justice in elementary schools!

https://goo.gl/16c3bb