

ISTE21



Encouraging DEI Through Critical Thinking with Literature

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CHOOSING TITLES

The first thing we wanted to do was determine the books we would read. We wanted to find books that could be used in class regardless of the emphasis on DEI.

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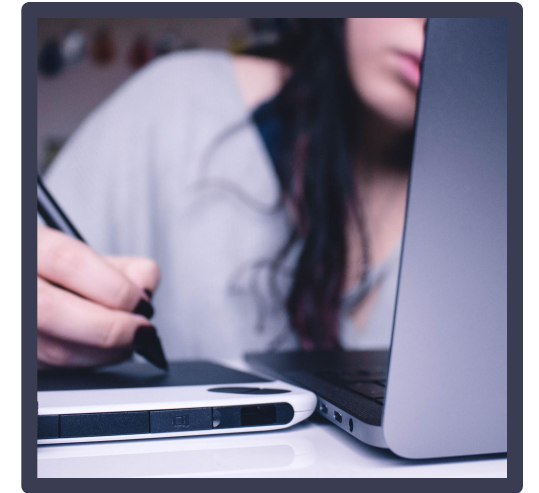
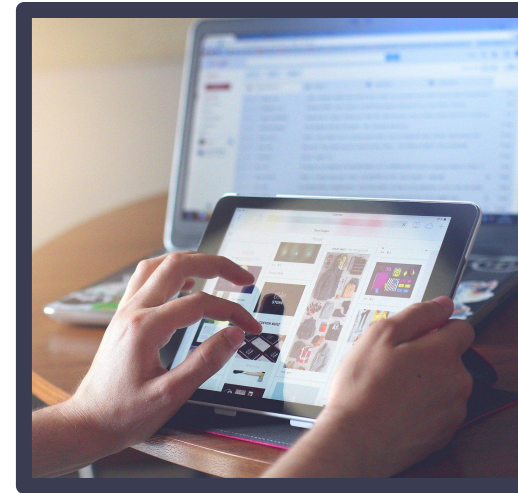
GROUPING

We determined that we would have all grade levels work in the same team, but in their own channels. We could make announcements and have discussions on relevant news articles in the General channel with everyone, but then allow the grade bands to have unique discussions weekly on their content.

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KICK OFF

Everyone met together to go over the dates, deadlines and expectations.



Getting started with our book club

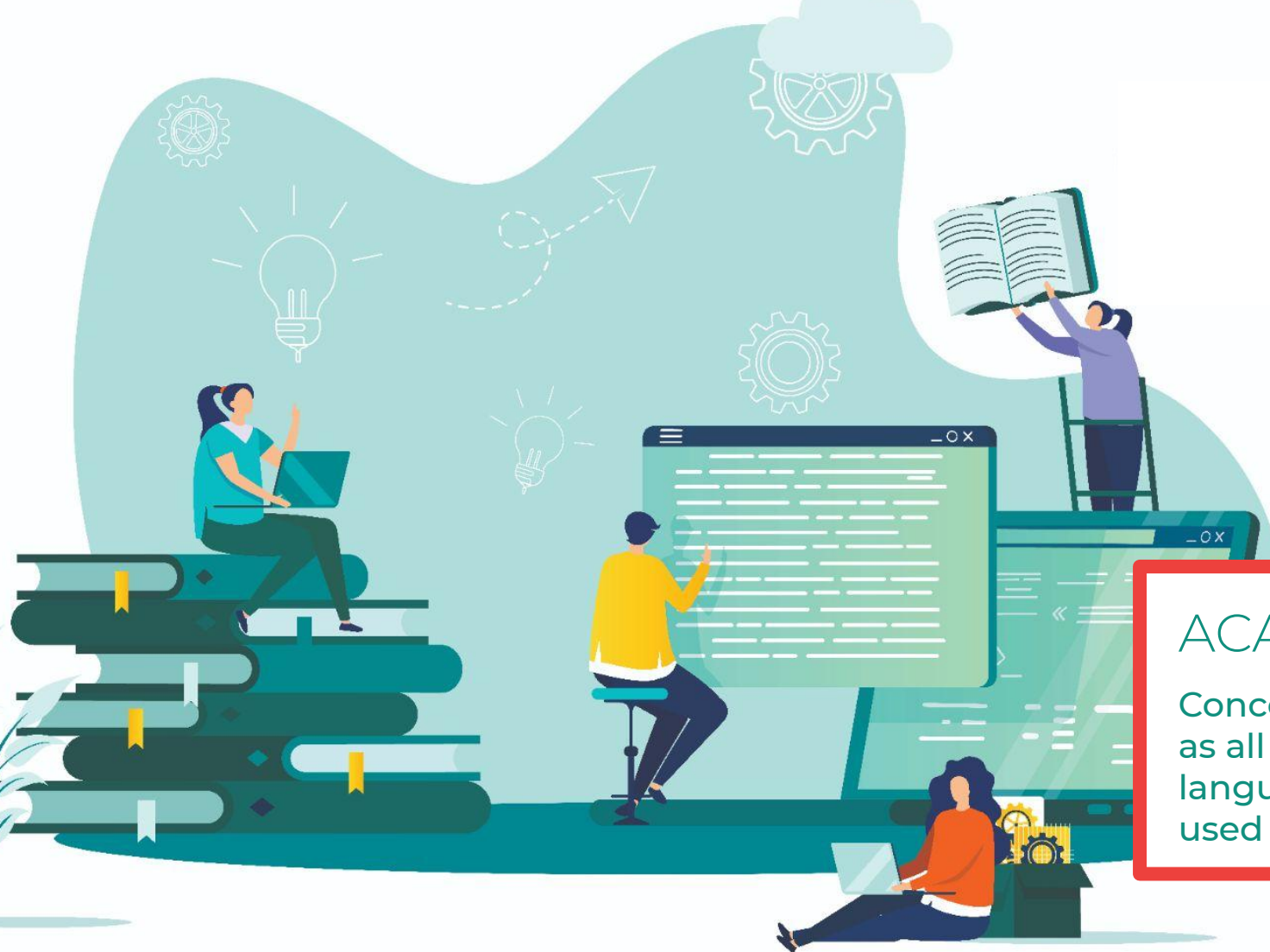
Online Discussion

Productive Conversations **GUIDELINES**

We used the concept of academic conversations to foster discussions that are deep and not just surface level. Discussions included reference to the text, supplemental materials and the activities that could be replicated with students.

ACADEMIC CONVERSATIONS

Concept began as a scaffold for ENL students but as all students - even adults - are learning language and new concepts, the strategies can be used by all learners.





Weekly Assignments



READING & VIDEOS

In addition to the text, participants were assigned additional thematically related readings and videos. These gave some background information for the theme as demonstrated in the trade book.



ACTIVITIES

Each week participants completed a reading or critical thinking activity that could be assigned to students reading the book. Some of the activities required technology use and others could be done with paper and pencil.



DISCUSSION

Weekly discussion questions included a questions about the text, one about the supplementary materials, and one about the student activity.

Theme: How Young is too Young?

This week we are engaging you with a video, a few articles, and a lateral thinking activity. Please read the articles and watch the video. Then complete the "What Would Happen" activity which is attached. When you are ready to engage the discussion, please make sure to attach your "What Would Happen" activity to your discussion post. Then answer the questions below:

- Why is it important to engage young people in conversations about race and racism?
- What are some strategies for how you might address the interplay of race and trauma and its effects on students in your classroom?
- How might you use a lateral thinking activity like "What would happen" in your classroom.



- [Addressing Race and Trauma in the classroom](#)
- [Crucial Conversations](#)
- [Understanding Anti-Bias Education](#)
- [Racial Justice - Sesame Street](#)



I have learned that I have been a little blind to what is happening right in front of me. Listening to the videos, reading the text, and responding to others has shown me that it is right at my doorstep, and I can't just stay quiet or do nothing about it anymore.

High School teacher



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I have gained a lot from our time together and reflecting on this book. I have actually pitched a class idea to my principal as an elective: social justice through literature. Through literature, we can have these discussions in a safe way. Thank you for doing this with us.

High School teacher

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I like the idea of these bookmarks. We have all seen the reading comprehension type of bookmark, but clearly and specifically asking students to look for bias is different. They could be handed out at the beginning of the year in English classes and reinforced during book clubs/lit circles/reading groups.

Middle School teacher

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I think this book serves as a wonderful developmentally appropriate medium to showcase these themes, and explain them in ways that children can comprehend and engage with. The underlying lesson this book presents is that people come in all shapes, sizes, and skin colors, and that we can all belong together, and nobody should feel left out. This book truly serves a powerful and intentional purpose.

Primary teacher



Thank you for
joining us!



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