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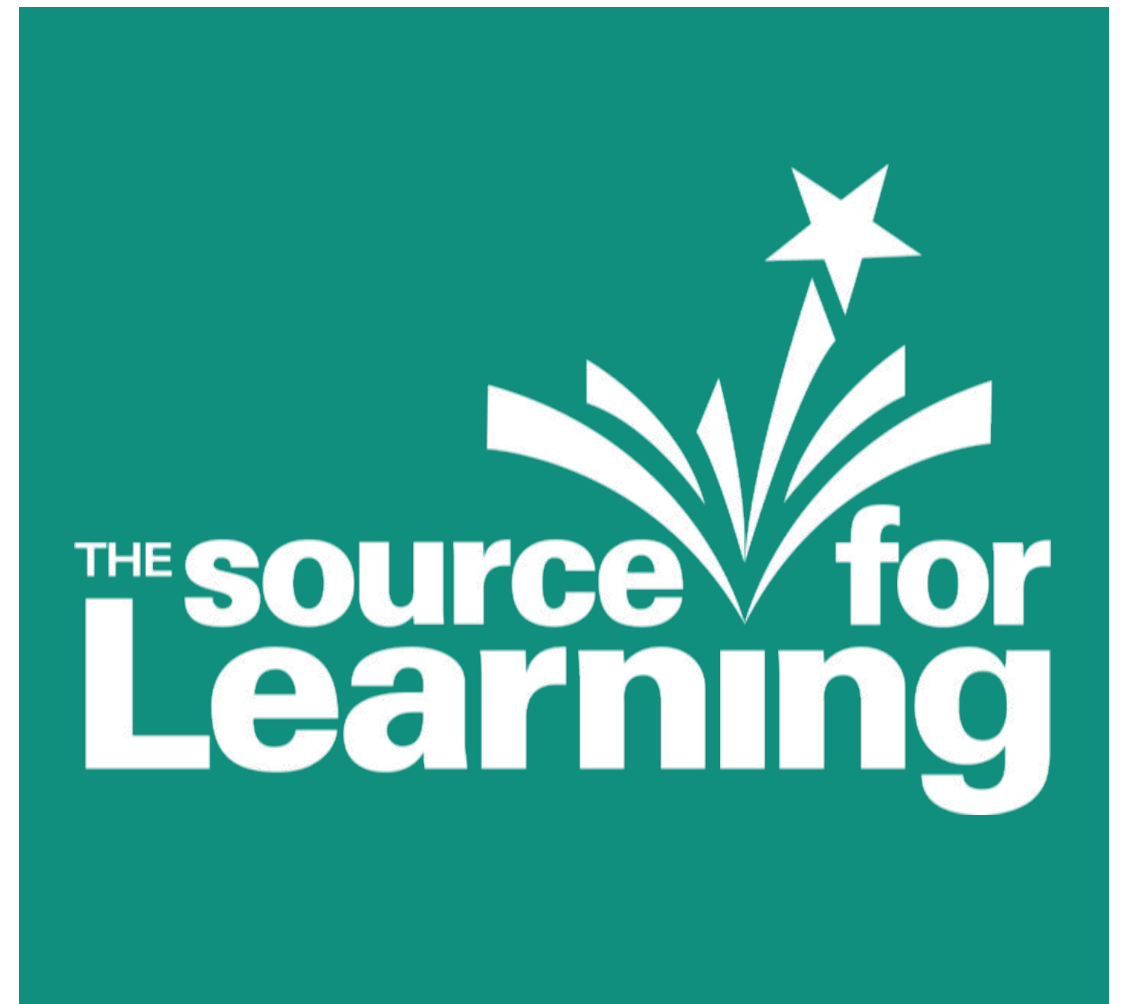


Encouraging DEI Through Critical Thinking with Literature

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November 5, 2021

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Resources for Today's Session

Complete the form with your name & email for access to the slide deck and a few extras that we'd love to share with you.



<https://bit.ly/3Cad90w>

1

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.

2

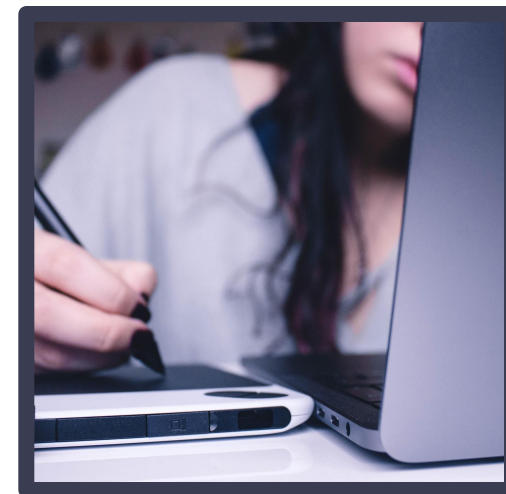
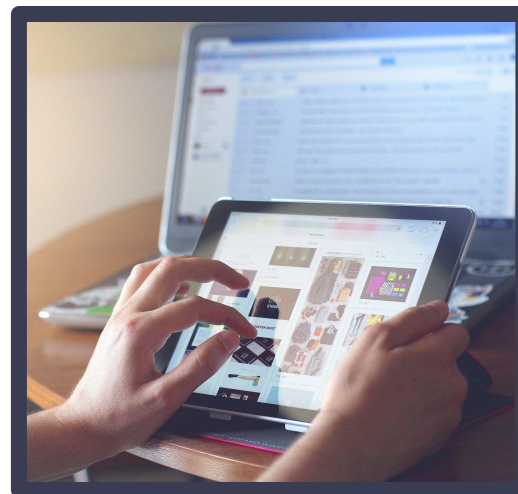
GROUPING

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.

3

KICK OFF

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



Getting started with our book club

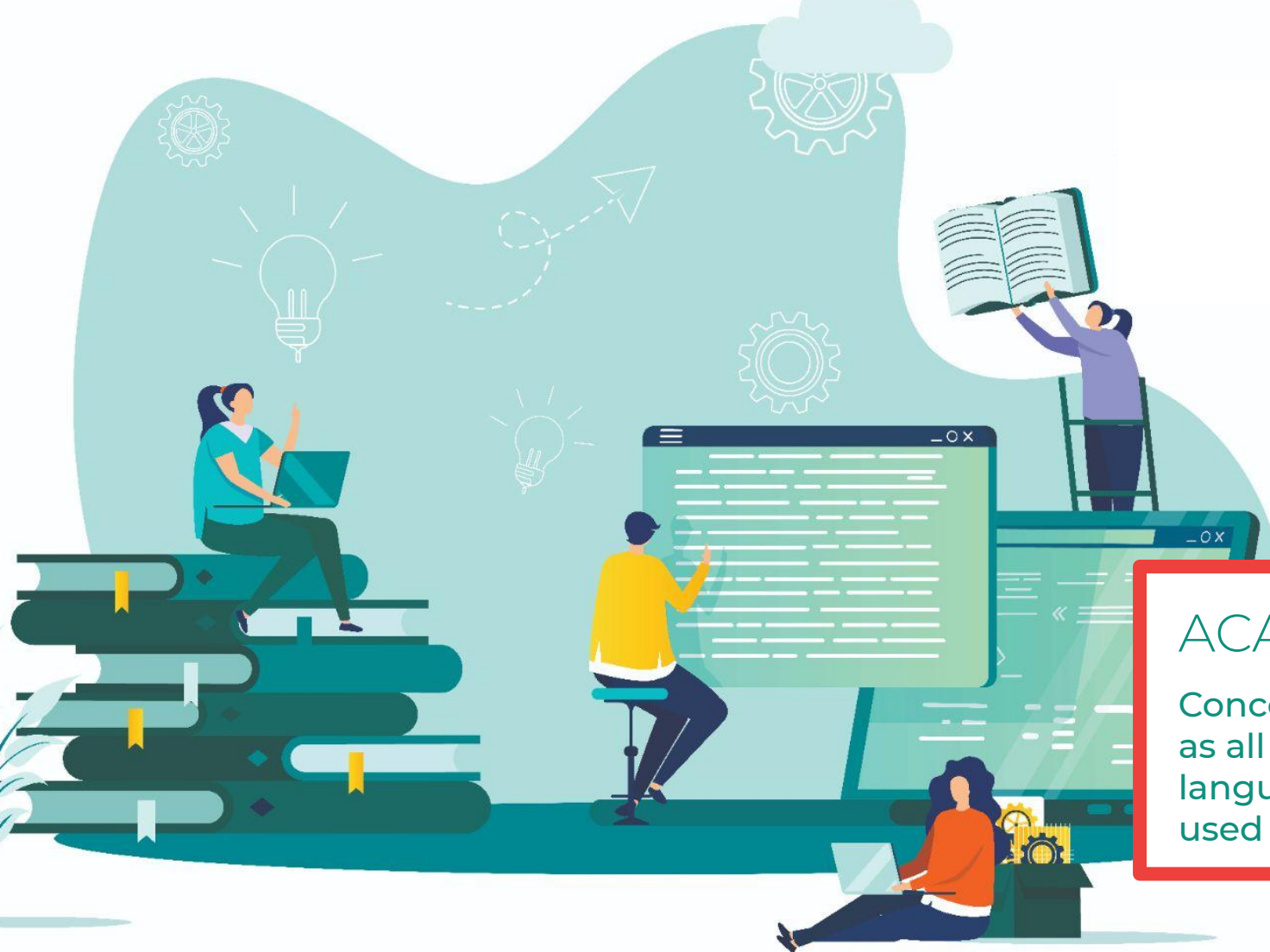
Online Discussion

Academic Conversations **GUIDELINES**

We used the concept of academic conversations to foster discussions that are deep and not just surface level. Discussions focused on understanding vocabulary and other new concepts referred to in the text and supplemental materials.

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.



Online Discussion

Professional Conversations **GUIDELINES**

Research supports that idea that professional conversations can stimulate change in teaching practice and student achievement. As a component of adaptive expertise, teachers who use their agency to improve their practice typically engage in professional conversations.

PROFESSIONAL CONVERSATIONS

Structured processes to investigate resources in an inquiry focused culture based on using relationships to develop and refine knowledge.





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 were about the text, supplementary materials, and possible student activities. These questions were either “academic” or “professional” in nature.

Sample Week Activity (K-5 Week 2)

INPUT:

- Podcast: How Soon is too Soon
- Article: Teaching friendship skills in preschool
- Video: PBS Newshour Anti Bias Lesson in Preschool

Activities:

- Pre-Reading Sway
- Read Strictly No Elephants
- Coffee-House Chat Flipgrid (Critical Thinking Strategy)

Discussion Questions (Theme: Inclusion)



Theme: Inclusivity

This week we are engaging you with the text - Strictly No Elephants, a pre-reading SWAY activity, a video, and a role-playing critical thinking activity. Please complete the SWAY and then read the text. When you have read the text, complete the Coffee House Chat activity which is attached. For the Coffee House Chat, you will take on the role of the girl with the skunk. When you are ready to engage the discussion answer the questions below.

- Given the age of your students, the vocabulary introduced, and the underlying themes of the text, what discussion might you have with your students about character and inclusivity? Make sure your answer includes both your instructional materials and strategies.
- How does this book open the door to deeper, more critical conversations about identity, friendship, bias, and racism?
- How else could you use the Coffee House Chat strategy in the classroom?



- ☐ [SWAY Activity](#)
- ☐ [How Soon is too Soon](#)
- ☐ [Coffee House Chat](#)
- ☐ [Teaching Friendship Skills in Preschool](#)

Name: _____

Strictly No Elephants

Making Predictions – Good readers make predictions based on clues in the book.
What do you think this book is about?

I looked at the front cover of the book.

I think...

I looked at the back cover of the book.

Now, I think...

I looked at the vocabulary words.

Now, I think...

I listened to the song about the book.

Now, I think...

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Predictions based on:

- Front Cover
- Back Cover
- Vocabulary Words
- Video with a song

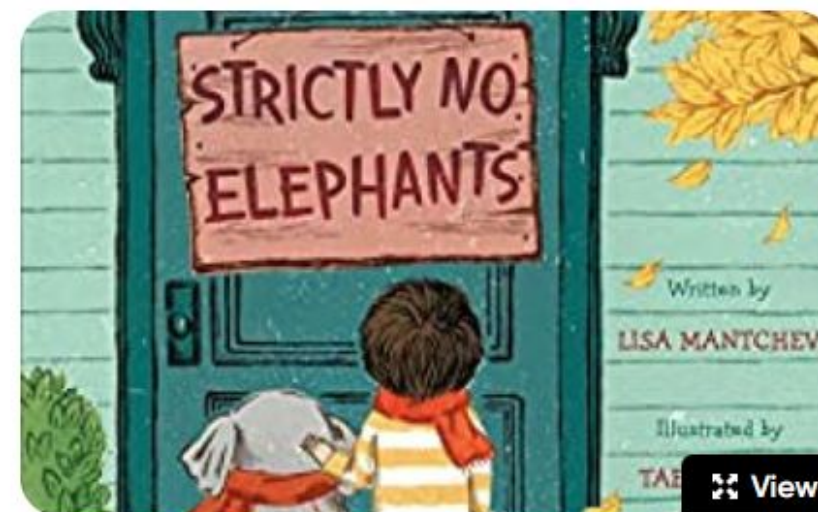


April 12, 2021

Coffee House Chat - Strictly No Ele

For this Coffee House Chat, you are taking the role of the girl with a skunk. You have left the pet club and returned home - before heading out with your skunk again and meeting the boy with the elephant. Your mother opens the door surprised that you are home early. She asks you what happened. What do you say?

 **Add Response**



Attachments



Coffee House Chat organizer

https://usedumie-my.sharepoint.com/:p:/g/personal/ruth_...

Sample Week Activity (6-8 Week 3)

INPUT:

- Article: Words we use for Other
- Article: Overcoming Stereotype Threat
- Video: Allyship
- Video: How Hollywood Stereotyped Native Americans
- Read New Kid Chap 6 - 9

Activities:

- Lasting Impressions (Reading Activity)

Discussion Questions (Theme: Stereotyping)



Theme: Stereotypes

This week we are engaging you with the text - New Kid, a video, an article, and a critical thinking activity. Please read the article, watch the video and complete the "lasting Impressions" activity in the attached educator's guide. Then answer the questions below:

- How are stereotypes perpetuated?
- Discuss the significance of page 129 in the text. What is the author saying here?
- How else can the lasting impressions activity be used in your classroom? What conversations might be facilitated as a result?



- ☐ [Complete the lasting Impressions activity](#)
- ☐ [Overcoming Stereotype Threat](#)
- ☐ [Words we use for Other](#)
- ☐ [Allyship](#)

NAME: _____ DATE: _____

TIME BOOK CLUB

Lasting Impressions

Fill in the chart with your impressions of each character in the book. Jot down your first impressions or the assumptions you make about each character as you are introduced to him or her. You can include what you felt or assumed and what other characters in the book think about a character.

Character	First impressions	Impressions by the end of the book	What caused the change?
Liam			
Andy			
Drew			
Alexandra			
Collin			

TRY IT! Think of a time you made an assumption about someone that turned out to be wrong. What caused you to misjudge the person at first? Share your experience with a partner or the class.

Teachers materials
paired with a
critical thinking
question for the
participants:
“How else could
you use this”

Sample Week Activity (9-12 Week 4)

INPUT:

- Article: Straight White Male
- Article: Privilege comic
- Video: What is Privilege
- Video: White Privilege Video Caution
- Read Children of Blood and Bone Chap 19 - 33

Activities:

- Create a reverse “privilege walk” (Critical Thinking)

Discussion Questions (Theme: Race and Privilege)



Name: _____ Date: ____/____/____

Compare and Contrast

Topic 1: _____ Topic 2: _____

Similarities
(How are they alike)

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Differences
(How are they different)

Points of Contrast

1. _____ 2. _____ 3. _____ 4. _____

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Conclusion: _____

Compare the episode in chapters 63 & 64 with what happens in this video: [Harry Potter and the Deathly Hallows part 1 - Bellatrix's reign of terror at Malfoy Manor \(part 1\)](#)

Theme: Race and Privilege

This week we are engaging you with the text - CBB, a video, a blog post, a comic and of course a critical thinking activity. Please read the blog post and the comic and then watch the video. Complete the character map for Amari. Then answer the questions below:

- In what ways is racism (the idea that something is better or worse about a racial group) woven into the fabric of Orisha's culture?
- How does Amari's upbringing affect her outlooks and how she interprets situations? Share a similar situation that you have seen.
- Understanding that no two classrooms are the same, how might you use the comic or the Privilege Aptitude Test to help students get a good understanding of privilege?



9-12 Week

4



[Straight White Male](#)



[Privilege Comic](#)



[Privilege Walk Lesson Plan](#)



[Race & Privilege Lesson Plan](#)



“

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





“

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





“

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





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



Q & A

Thank you for
joining us!



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Complete the form with your name & email for access to the slide deck and a few extras that we'd love to share with you.



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