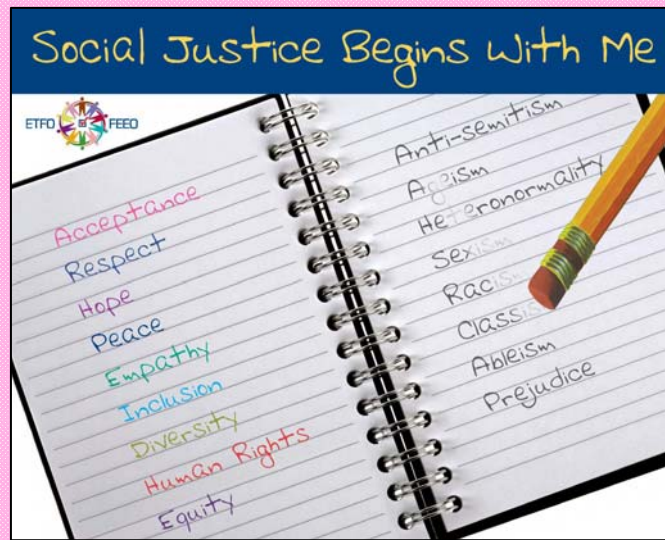


Facilitator Guide

ETFFO Book Clubs



Social Justice Begins With Me

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ETFO statement and definition of equity

It is the goal of the Elementary Teachers' Federation of Ontario to work with others to create schools, communities, and a society free from all forms of individual and systemic discrimination. To further this goal, ETFO defines equity as fairness achieved through proactive measures which result in equality, promote diversity, and foster respect and dignity for all.

June 2011



Introduction to ETFO Book Clubs

The Elementary Teachers' Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, Kindergarten and equity and social justice.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students.

A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.



Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator organizes the session and conducts the meetings. Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage participation. The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at a time. The person in this role is not an expert and should remain neutral allowing group members to share different perspectives. All group members are valued and encouraged to participate in their own way.

“The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves.”

R. Bruce Williams

Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that interfere with a group's effectiveness. Norms govern how the group will interact, share, and learn together.



It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.

Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

- Powerful Conversations:
- Focused
 - Productive
 - Interactive

Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need. Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.

Feeling a sense of belonging – Group members need a collaborative environment where they feel safe and supported in their presence and their contribution to the group's work.



Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue. The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

Knowing Your Participants

When developing a group's capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group. Although there is no "right" way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

Non talker – Honour an individual's right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask open ended questions and learn to be silent.

Underminer – Focus on the agenda and topics agreed upon by the group. Don't acknowledge or over react; at the end of the session revisit the group norms and their purpose.

Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to _____?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

Further Reading

Robert Garmston. "Teacher Talk That Makes a Difference". Educational Leadership, ASCD, April 1998.

Garmston, R. & Wellman, B. The Adaptive School: A Sourcebook for Developing Collaborative Groups, Christopher-Gordon Publishers, 1999.

Richardson, J. "Norms Put the 'Golden Rule' into Practice for Groups". Tools for Schools, NSDC, August-September 1999.

Easton, L.B. Powerful Designs for Professional Learning. NSDC, 2004.

Richard G. Weaver & John D. Farrell. Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace, McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. "Book Study Facilitator's Guide for Teaching Student-Centred Mathematics". Pearson Education, Canada, 2007.

Wisconsin Staff Development Council – www.wi-sdc.org.



Introduction to Social Justice Begins With Me

Social Justice is “a concept based on the belief that each individual and group within a given society has the fundamental right to equal opportunity, civil liberties, and full participation in the social, political, educational, economic, institutional, cultural, and democratic freedoms and responsibilities of that society.”

Social Justice is a catch phrase. It encompasses a whole lot of ideas and a slew of possible actions. It is up for negotiation. For me it is, for another it is not. What is social justice? Social and justice are two powerful words. It is sufficient to galvanize a community to act, to support, to uphold. To negate it is to undermine the necessary action required by all to ensure the “fundamental right to equal opportunity.” This book club aims to explore what it means to teach with social justice in mind. It begins with questioning what social justice means to me and what it means to others. Inevitably, we will find differing definitions or ideas but common threads sewn across. Learning to teach with social justice in mind is a longitudinal process that begins with holding a definition which leads to examining my own situation, my own lived experiences and how these have informed my definition, my action and my cause. Understanding my own sets of biases, we can then examine what social justice education looks like when situated in classrooms, curriculum, teaching and learning and finally what it could look like when spreading beyond one room to many rooms and into the community.

These four sessions are geared towards a reflective discussion about what it means to teach with social justice in mind. It requires a courageous conversation with ourselves and with others. It will challenge us just as we challenge our students to think about their thinking. The underbelly, after all, of social justice is a discussion of power and privilege. We find ourselves in different strata of this ‘power and privilege’ depending on our social identities and at times it could be uncomfortable. But holding the discomfort to learn something new, or better yet, identifying the point when meaning breaks down, is a great place to learn something new.



Session One: Defining Social Justice and Equity and Finding its Intersection

Readings

- Kit Objectives (pages 6 – 9).
- Program Areas and Expectations (pages 12 – 17).
- Facing the Fire for Transformation: Conflict Education for Social Justice (pages 126 – 127).

General Overview

What is social justice? What does “social justice education” mean? The aim of this first module is provide participants with a space to talk about what it means to teach with a social justice framework or lens.

Participants will have an opportunity to examine an external resource (a video) about how another teacher envisions a social justice approach to school and schooling, teaching and learning. This will serve as a base to begin to think about individual opportunities to have discussions that challenge inequities and discrimination to bring about a more socially just environment.

Key Learning / Objectives

During this session participants will:

- Arrive at definitions of social justice.
- Examine the intersectionality of equity and social justice.
- Examine how the texts of *Social Justice Begins With Me* provide multiple opportunities to have critical discussions with students about issues of inequities and injustice.
- Develop ways to extend a reading of a text into social action.



Time

Minds On:	30 minutes
Action:	45 minutes
Consolidation:	30 minutes
Reflection:	15 minutes

Materials

- *Social Justice Begins With Me* Resource Guide (one copy per participant)
- Line Master 1.1 – Venn diagram.
- Line Master 1.2 – Thinking By Myself and With Others.
- Line Master 1.3 – 3 2 1 Reflection.
- LCD Projector and Computer with Internet access.
- Books from the *Social Justice Begins With Me* Resource Guide.

Instructional Tasks

Minds On (30 minutes)

1. Before the participants arrive, set up an LCD projector with a computer. Ensure access to Internet is available.
2. Visit http://www.ted.com/talks/kiran_bir_sethi_teaches_kids_to_take_charge.html or http://www.youtube.com/watch?v=7Y2sj_G4Njg.
3. Place a copy of Line Master 1.1 on each table (one per participant).
4. Welcome participants to the space and allow for introductions, if needed (depending on the structure of the book club).
5. Invite participants to create a list of experiences or ways in which they have participated in social justice education within the classrooms and schools. This can be done on any sheet of paper. Sharing with others is a good opportunity to build community and inclusion.
6. Invite the participants to view the TED.com / YouTube video.
7. Invite the participants complete all sections of the Venn diagram in Line Master 1.1. using their list (in step 5) and based on what they have seen through watching



Kiran Bir Sethi's explanation of her approach to social justice education. Invite participants to share their Venn diagrams with each other.

8. As a large group, invite participants to share some of their perceptions about how Kiran Bir Sethi sees / defines / conceptualizes social justice in education. The following prompt can be used: *What does Kiran Bir Sethi say about the role of social justice or how can it be brought into curriculum, teaching and learning?* Some themes can be:
 - Social justice education is experiential.
 - Social justice education is best seen within their local neighbourhoods.
 - Social justice education is transformative.
 - Social justice education needs to be seen beyond the walls of the classroom.
 - Social justice education is successful if students see themselves as agents of change and participating in the dialogue of change.
9. Invite participants to share their thoughts on these large themes and to record them on their Venn diagram. To enhance participation by participants, one can opt to create a large Venn diagram and to record participants' thoughts as they shared in the large group.

Action (45 minutes)

1. Hand out a copy of the *Social Justice Begins With Me* Resource Guide and invite participants to open to page 126 and to read the short article entitled, "Facing the Fire for Transformation: Conflict Education for Social Justice" independently.
2. While they are reading, hand out Line Master 1.2 to each participant.
3. As they finish, each participant is invited to complete Line Master 1.2 focusing on the column "Personal Finding" where each will record their own connections using the features text-to-text, text-to-self, text-to-world and text-to-our inquiry.
4. Once everyone is done, provide opportunities for participants to share their connections. As one participant shares, the others can record the sharing in the second column entitled, "Additional Thoughts" as a way to think about the issues of around social justice and education.

5. To encapsulate some of the participants' ideas, end of this section with this prompt: *What conditions might need to exist for a school / classroom to be agents of social justice education? Think not only from the perspective of school, classroom and student but also of the self.*

Some Notes for the Facilitator: Addressing issues of injustices and inequities are political actions where individuals choose or support one side over the other. It is this that makes issues of social justice uncomfortable, conflicting or even at times controversial since controversy is a symptom of value difference between two or more individuals. What one individual perceives as social justice issue may not be for another and how an issue is discussed should be examined critically.

6. Invite a participant or several participants to read the article on page 136 entitled, "How to incorporate equity and social justice work into your everyday classroom practice."
7. After the article has been read, draw out different strategies that can be used by classroom teachers to address issues of inequity and acts of discrimination.
8. Invite participants to share their thoughts about differences and/or similarities between equity and social justice.

Some Notes for the Facilitator: There are many articles that attempt to tease out differences and or similarities between the two ideas. Many say that they are the same while others try to draw out subtle nuances between the two. The debate can be endless; in fact, you may be witness to it in your own book talk. What is crucial is for participants to walk away with an understanding that actions to challenge issues of inequities and discrimination (be it about one's race, creed, language, gender, socio-economic status, sexual orientation and/or ability) bring about a more socially-just environment. Crucial to this, for all learners, adults and students alike, is to identify what the issues of inequity and injustice are and also acts of discrimination so that they may be challenged or questioned.

Share the definition given by the *Social Justice Begins With Me* Resource Guide: "A concept based on the belief that each individual and group within a given society has



the fundamental right to equal opportunity, civil liberties, and full participation in the social, political, educational, economic, institutional, cultural, and democratic freedoms and responsibilities of that society”. This will be the overarching definition we will use over the next four sessions when we think about social justice. Focus particularly on the phrase “fundamental right to equal opportunity, civil liberties and full participation” as it pertains to *all* people.

Consolidation (30 minutes)

1. As a form of consolidation, facilitators are invited to select picture books and lesson plans from *Social Justice Begins With Me*. Every effort should be made to provide books that meet the division / grade levels taught by the participants. Facilitators may select the following:
 - Early Years – *Can You Say Peace*.
 - Primary – *The Name Jar*.
 - Junior – *The Boy in the Dress*.
 - Intermediate – *Crowfoot*.
2. Invite participants to sit in groups and to read one of the books aloud. It would be a good opportunity to provide teachers who are reading the texts aloud to either conduct a gallery walk, an anticipation guide discussion or a think aloud to make predictions about the selected story thus modeling pre-reading strategies.
3. As participants finish, give the following as a prompt: *What are issues of inequities and injustices addressed by the picture book? How does the lesson plan from Social Justice Begins With Me situate the conversation with students to engage them in the discussion of the issues of inequity and injustice? How might educators be able to extend the conversation to engage in a form of action? What actions might students be able to engage in to address the issues of inequities and injustice that is addressed by the picture book?*

Some Notes for the Facilitator: This may be a good opportunity to draw attention to your District School Board’s Equity and Inclusive Education Policy and / or Human Rights Policy as a way to learn more about the different tools available to educators.



A possible prompt may be: *How does our Board's Equity and Inclusive Education Policy address curriculum integration of issues of equity and injustice?* In this way, educators are aware of policy language that supports their work.

Reflection (15 minutes)

As a way to end off the first session, thank each participant for sharing their spaces and for being honest in discussing and sharing their thoughts on these issues which at times can be uncomfortable. Only through more discussion can we, children and adults, be able to have a more equitable and inclusive environment. Invite participants to take the last few moments of the day to complete the reflection found in Line Master 1.3. If time permits, you may wish to invite participants to share their 1 action that they will bring back to their classroom tomorrow.

Homework and Follow-up Task

Read Pages 133 – 135. Bring one of the books from the kit that they have used with their students or are going to use with their students.



Session Two: An Inside-Out Approach – What do I Believe and Why?

Readings

- Understanding ourselves and our contexts: Educating for social justice and equity goals (pages 133 – 135).

General Overview

Working with issues of equity and social justice are political actions. Individuals choose which causes or issues to champion and which causes or issues require more thinking before making a final decision. This is not new nor should individuals be surprised. This is, simply put, a person's bias at work. The *Social Justice Begins With Me* Resource Guide defines bias as: *an opinion, preference, or inclination that limits an individual's or a group's ability to make fair objective or accurate judgments.*

Individual biases are formed through time with factors such as gender, faith, ethnicity, language, ability and others forming a role in how the biases are formed. This session serves as an opportunity to pause, think and reflect about one's personal identity and lived experience and how these shape how social justice education is viewed and enacted in classrooms. It is important to do so as we ask our students to think and reflect about their personal identities as they work towards socially-just environments.

Key Learning / Objectives

In this session participants will:

- Explore the importance of an “inside-out” approach as a process in social justice education.
- Explore their own personal narratives as a way to think about their own process of knowing and championing equity, inclusion and social justice.
- Explore how texts can support students to think about their own location and identities as a process in being a more socially just person.



Time

Minds On:	30 minutes
Action:	40 minutes
Consolidation:	40 minutes
Reflection:	10 minutes

Materials

- Line Master 2.1 – Free Response Think Aloud.
- Line Master 2.2 – Ticket Out the Door.
- Copies of the *Bloom of the Whole Self* on page 103 of the Resource Guide.
- Books from the *Social Justice Begins With Me* Resource Guide.
- Chart paper.

Instructional Tasks

Minds On (30 minutes)

Option A: *Bloom of the Whole Self*.

1. Using the template found on page 105 of the Resource Guide participants can complete their own *Bloom of the Whole Self*. They can write characteristics of themselves in the inner petal and then in the larger petals, they can write examples of how they demonstrate one of the adjacent smaller petals.
2. Once completed, ask the participants to identify two or three of the characteristics that they have listed that have best prepared them or crystallized for them the need to integrate social justice in their curriculum, teaching and learning. Participants can share their selection with elbow partners.
3. Invite participants to identify characteristics in their flower power that has caused them to feel or be excluded. Ask participants to share scenarios that made them feel or become excluded and the emotions attached to these experiences. If able, ask participants to share if these experiences played a role in how they conceptualize their work within social justice education.



Some Notes for the Facilitator: Frequently our personal experiences inform or show us instances of inequities and injustices in society and they drive our work and passion. As we begin to involve students in this work of becoming more aware of issues of inequities and injustices, we must begin to first ask ourselves: What drives us? Why?

Option B: Create a Picture / Word Mind Map of Your Life.

1. Before participants arrive, place one large piece of paper per person on tables.
2. Invite participants to draw or write a mind map of their life. They can begin at birth and end their mind map at today.
3. Invite participants to record (drawing or in words) events in their life that are the “highlights of their life.”
4. After some time, provide opportunities for participants to share their narratives with elbow partners or, if space and time permits, to each other. This builds community and serves as the Minds On.
5. Prompt the participants to respond: *In looking at your life narrative, are there points in your life map that heightened a desire to raise issues of inequities and injustices in curriculum, teaching and learning? What was it? How did you realize it and how did you respond? How did you come to an understanding that this something that should be integrated in schools?*

Some Notes for the Facilitator: The point of the activity is to provide a space for individuals to question their own narratives and how they have come to understand the importance of social justice education in school and schooling. Personal narratives inform how individuals respond to many different issues and becoming aware of our individual responses is crucial to thinking about how we present issues of social justice in classroom settings. To what extent do we bring our own biases into the classroom sphere? To what extent are our biases a barrier to engagement?

Action (40 minutes)

1. Provide participants with a copy of the *Social Justice Begins With Me* Resource Guide or invite participants to bring their own copies.



2. Invite participants to read pages 133 – 135 (or if assigned for homework, participants should review any notes taken or skim the brief article to acquaint themselves of the main points).
3. Provide each participant with Line Master 2.1 Free Response Think Aloud and invite participants to respond to any or all of the six prompts.
4. When all have finished, provide participants with an opportunity to share some of their responses to the prompts. Though this particular line master aims to focus on reading strategies for younger grades, it can be used as a way to explore personal responses to the article read. It serves as a way to think about our thinking.
5. Invite participants to go back to their mind maps and think about how the reading of the article has helped them re-think or remember other points in their life narratives that have crystallized for them a need to integrate social justice education in their curriculum. Invite participants to share or elaborate further from the earlier discussion.

Some Notes for the Facilitator: Working with and through social justice education should be uncomfortable. It brings joy and pride that we are trying to make ‘things right’ but the process should be uncomfortable. You may ask, ‘Why?’ It is because working through issues of injustice and inequities require individuals to question power and privilege. Indeed, disrupting power and privilege, or making it more overt and known, is partly at the heart of social justice education. By naming issues of injustice and inequities, we challenge the power and privilege of some to maintain status quo for those, paraphrasing from Susan Tilley, in the dominant culture. We need to think about our own power and privilege, our own narratives, and identify points where we have been implicated in perpetuating status quo and when we have challenged it and to what ends. As we become more aware of our processes, we can begin to ignite students to see themselves within society as agents of change implicated through actions/inactions in challenging or perpetuating inequities and injustices.



Consolidation (40 minutes)

1. As a form of consolidation, facilitators are invited to select picture books and lesson plans from *Social Justice Begins With Me*. Every effort should be made to provide books that meet the division / grade levels taught by the participants.

Facilitators may select the following:

- Early Years – *For Every Child: The Rights of the Child In Words and Pictures*.
- Primary – *Princess Grace*.
- Junior – *Four Feet Two Sandals*.
- Intermediate – *The Harvey Milk Story*.

Likewise, participants were asked to bring one of the books from the *Social Justice Begins With Me* collection that they have either used or planning to use. Participants can use those books as well in this consolidation section.

2. Invite participants to sit in groups and to read one of the books aloud. It would be a good opportunity to provide teachers who are reading the texts aloud to either conduct a gallery walk, an anticipation guide discussion or a think aloud to make predictions about the selected story thus modeling pre-reading strategies.
3. As participants finish, give the following as a prompt: *What are issues of inequities and injustices addressed by the picture book? How have I responded to the issues of inequity and injustice presented by the text? How have I brought these same issues of inequity and injustice in other areas of my curriculum, teaching and learning. What actions might students and I be able to engage in to address the issues of inequities and injustice that is addressed by the picture book?*

Some Notes for the Facilitator: This may be a good opportunity to draw attention to your district's Board Improvement Plan to ascertain if it contains any language that support the importance of social justice education, local and global perspectives and equity awareness. An examination of how these items can be addressed in school improvement plans can be an extension. Reading the article on page 136 under the subheading "How Administrators Can Support Equity Seeking Educators" can provide ideas for an opportunity to have a dialogue with Administrators for an increased focus



on social justice issues within the school's improvement plan. Likewise, drawing attention to pages 16 and 17, of the Resource Guide, provide educators with a conceptual opportunity to align social justice work with their own professional growth plans.

Reflection (10 minutes)

As a way to end off the second session, thank each participant for sharing their spaces and for being honest in discussing and sharing their thoughts on these issues which at times can be uncomfortable. Only through more discussion can we, children and adults, be able to have a more equitable and inclusive environment.

Invite participants to take the last few moments of the day to complete the reflection found in Line Master 2.2 Ticket Out the Door. If time permits, you may wish to invite participants to share their thoughts prior to submitting their tickets out the door.

Homework and Follow-up Task

Read Pages 128 - 131. Bring one of the books from the kit that can help “students (and myself) to step into the private and public world of others in a complete and engrossing manner so that the natural desire to judge is temporarily muted” (quoting F. Cherian in “Unbinding Baby Elephants: The Vision and Promise of Social Justice Pedagogy”).



Session Three: Finding Connections and Extending Themes

Readings

- Year Round Resources (page 77 – 112).
- Unbinding Baby Elephants: The Vision and Promise of Social Justice Pedagogy (Page 128 – 131).

General Overview

In the past two sessions we've examined what it means to teach for and with social justice in mind. We've defined it for ourselves and examined the importance of an inward reflection for both the teacher and the student asking the question what propels us forward. That reflection time allows for us to think about our own situation, our biases and our path forwards.

In this session, we will take all of these learnings and move forward to think about how we can extend the themes and ideas presented by each text and to move forward beyond fundraising or a charitable response to social justice to being more critical and about issues of injustice and inequity.

Key Learning / Objectives

In this session participants will:

- Explore a framework for thinking about integration of social justice into curriculum, teaching and learning.
- Explore ways social justice education can go beyond a text into a transformative action throughout the school year.



Time

Minds On:	30 minutes
Action:	40 minutes
Consolidation:	40 minutes
Reflection:	10 minutes

Materials

- Line Master 3.1 – Short Burst of Writing.
- *Those Shoes* by Marilyn Boelts.
- Books from the *Social Justice Begins With Me* Resource Guide
- Chart paper

Instructional Tasks

Minds On (30 minutes)

1. Try to secure several copies of Marilyn Boelts' book *Those Shoes*. Place one copy of the text on each of the table. Place one large piece of paper on each table along with writing utensils (markers would be most efficient).
2. When participants have settled, read aloud Boelts' book.
3. After reading, invite the participants to write the title of the book in the middle of the large piece of paper and then in a web format prompt the participants: *What are the issues of inequity and injustice that are presented in the text? What are some of the larger themes that Boelts addresses through her text (e.g. Jeremy's response to his friend)?*
4. After some time, invite groups to share some of the larger themes present in the text. Some of these could be:
 - Poverty.
 - Socio-economic inequity.
 - Prejudice.
 - Character development.



- The importance of media and peer pressure.
 - Needs versus wants.
5. Examine the lesson plan written in the *Social Justice Begins With Me* kit for the book *Those Shoes* and discuss ways the text can be extended beyond the lesson plan. How does the kit allow for cross-curricular exploration of the text. Prompt the participants: *Aside from literacy, in what subject area would you / could you use this text? What would the enduring understanding be?*
 6. To end of this section, prompt the participants: *What prior understanding would your students need to be able to respond to the text? How can we prepare our students to understand issues of inequities and injustices so that they are able to consciously identify them?*

Action (40 minutes)

1. Refer back to Kiran Bir Sethi's video from the first session. In it she provided a framework for thinking about how to operationalize social justice within curriculum, teaching and learning. Share the paraphrased framework with the participants as: Awareness – Consciousness – Action.
2. Invite participants to think about the possible relationships between these three words, in the order given, and a pedagogy for social justice in education. Invite participants to make connections.

Some Notes for the Facilitator: Frequently social justice education is predicated upon an action – whether it is fundraising, a letter campaign, a large presentation, etc. These acts of social justice are indeed important as students begin to see how to mobilize and be agents of change. However, the question that educators need to ask is whether or not the push to 'action' negates the students' opportunity to understand the impetus for the action. Simply put, does the student understand why he/she is fundraising, writing a letter or making a presentation? Kiran Bir Sethi's framework of Awareness - Consciousness – Action challenges educators not to place emphasis on the action but on the first two: awareness and consciousness.



If Social Justice is the critique of inequities and injustices then an awareness of different forms of injustices and inequities should be one of the first foci (related to race, creed, language, gender, socio-economic status, sexual orientation and/or abilities). Without being able to identify and name these, they will have a more difficult time being able to name them, and identify them consciously outside of the classroom. The intent of the learning is for students to be able to be faced with a scenario and through schema and prior experiences, they should be able to name the injustice and inequity and be able to prepare an action to address and challenge them. So the question for educators is how we support students' transition between Awareness, Consciousness and into Action.

1. One way that educators can support students' transition is by looking at social justice education as requiring a longitudinal approach versus just a learning gleaned from one text. The Year Round Resources in the *Social Justice Begins With Me* kit provides models for educators to discuss these issues during the ten months of the school year.
2. Separate the participants into three groups, if possible, and assign each group one of the following 'Year Round Resources':
 - *Check a Book for Bias* Bookmarks.
 - United Nations Declaration of the Rights of the Child.
 - Guidelines for Carrying Out a Children's Rights Action Project.
3. Provide some time for participants to examine their particular text / section. Invite groups to prepare a jigsaw report for each responding to any of the following prompts: *What does my section say? How does my section promote "Awareness" and "Consciousness"? What else does my section need to promote a larger sense of "Awareness" and "Consciousness"? How can I extend my section to promote a transition from "Awareness" to "Consciousness" and to "Action"?*

Some Notes for the Facilitator: It may be beneficial for the participants' learning to record this question on a piece of paper and to provide a copy of it for each table. They can be displayed on a large chart paper in front of the room so that groups can



refer to them throughout the activity. Otherwise, they can also be displayed on a LCD projector and computer presentation. Invite groups to share their thoughts on each of the sections identified. Focus discussion or prompts to how each of the resource supports the framework of “Awareness” and “Consciousness”.

It is crucial to share that it takes more than one school year to support a students’ learning from Awareness to Consciousness. In fact it is a challenge to do so. So much in the social environment challenges the ideas that social justice education is trying to teach. Therefore, a longitudinal approach, a school wide approach is crucial. At this point, you may want to invite participants to read aloud page 136 beginning with the section, “How Administrators can support equity seeking educators.” Making explicit links to the critical questions raised by Dr. Cherian (the article read for homework) would be beneficial.

Consolidation (40 minutes)

1. As a form of consolidation, facilitators are invited to select picture books and lesson plans from *Social Justice Begins With Me*. Every effort should be made to provide books that meet the division / grade levels taught by the participants.

Facilitators may select the following:

- Early Years – *Whoever You Are*.
- Primary – *Earthdance*.
- Junior – *Viola Desmond Won’t Be Budged*.
- Intermediate – *We Want You to Know: Kids Talk about Bullying*.

Likewise, participants were asked to bring one of the books from the *Social Justice Begins With Me* collection that they have either used or planning to use. Participants can use those books as well in this consolidation section.

2. Invite participants to sit in groups and to read one of the books aloud. It would be a good opportunity to provide teachers who are reading the texts aloud to either conduct a gallery walk, an anticipation guide discussion or a think aloud to make predictions about the selected story thus modeling pre-reading strategies.



3. As participants finish, give the following as a prompt: *What are issues of inequities and injustices addressed by the picture book? In what ways does the text provide students to become “Aware” of issues of injustice and inequity? How might I need to extend the text to increase a larger sense of awareness? In what ways might I need to support students’ move from an awareness of the inequity and injustice into a conscious awareness? What other resource might I use to allow students to make text-to-text, text-to-self and text-to-world connections? How might I use the Year Round Resources to help me in this process?*

Reflection (10 minutes)

Using Line Master 3.1 A Short Burst of Writing, invite participants to record (in prose or in dot jots, in drawing, or mind map) their thoughts about how they will be approaching texts to address the framework of Awareness, Consciousness and Action.

Homework and Follow-up Task

Read pages 141 – 145 and visit some of the websites indicated. Participants will have an opportunity to share some of the sites visited and the resources contained within in the next class. Read the article on pages 132 - 133 entitled “Equitable Participation: A Self-Audit for Teachers.” Consider following the activities as a mini-action research in your classroom prior to the next group meeting.



Session Four: Engaging All In Social Justice Work

Readings

- Equitable Participation A Self-Audit for Teachers (pages 132 – 133).
- School Wide Community, Engagement and Outreach (pages 114 – 123).
- Aboriginal Contacts (pages 138 – 140).
- Websites of Interest (pages 141 – 145).

General Overview

The end point of any social justice initiative is not only to say “we did this” but rather that students themselves rethink how they interact with their environment such that all benefit equitably and are included. Therefore any social justice initiative must have, at its core, a transformational focus but also at the same time a focus entrenched on engagement and achievement. In trying to align both of these goals, educators find engaged participants willing to take citizenship to new heights all the while engaging in school and schooling that benefits them. In this module, participants will focus on ways to engage all learners throughout the learning process.

Key Learning / Objectives

During this session participants will:

- Think about engagement in different ways.
- Explore ways in which teachers can create environments that increases engagement.
- Utilize skills and strategies learned in prior modules that will help shape a classroom environment that critiques injustices and finds ways to challenge inequities.



Time

Minds On:	35 minutes
Action:	30 minutes
Consolidation:	35 minutes
Reflection:	20 minutes

Materials

- Line Master 4.1 – Factors the Affect
- Line Master 4.2 – Factors that Affect ... Facilitator’s Version.
- Line Master 4.3 – Final Reflection.
- Line Master 4.4 – Evaluation Form.
- *Seven Sacred Teachings: Niizhwaaswi gagiikwewin* by David Bouchard.
- Chart paper, Post-It notes, overhead or LCD projector and computer, markers.

Instructional Tasks

Minds On (35 minutes)

1. Prior to participants’ arrival, place several Post-It note pads on tables. Prepare large copies of Line Master 4.1 on chart paper and place one sheet per table.
2. After introductions have been shared, invite participants to take two or three Post-It Notes. Give the participants the prompt: *What factors affect student engagement?*
3. Ask participants to share their responses within their table groups and discuss any parallels between each other or differences of opinions.
4. Introduce Line Master 4.2 on an overhead or another chart paper and ask the teachers to sort their Post-It notes on any of the three subheadings introduced – Factors that WE can control – Factors that WE can influence – Factors that WE can’t control.
5. Allow for the participants to have cross-table discussions about where each of the Post-It notes was placed. Eventually, some will be moved or loud debates will ensue.



6. To end this section, invite table groups to share one to three Post-It notes and indicate where it was placed in the diagram. Perhaps it would be suitable to ask groups to identify one Post-It note that was common to all and one that that may have caused further discussion or disagreement. Invite groups to talk about the areas where disagreement had taken place and allow for participants to share their original thoughts.
7. Identify general themes of the Post-It notes located on “Factors that we can’t control” and discuss whether they are within our sphere of influence or if totally not in control. Oftentimes, educators focus on factors that we cannot control without looking deeply into the particular factor to identify pieces of it that rests within our sphere of influence. (i.e. FACTOR: Children come to the classroom not reading at grade level --- SPHERE OF INFLUENCE: We can create opportunities for extra support for the student)
8. The critical feature of this activity is to interrogate what factors are in our sphere of influence and to critique those that are identified as not being in our influence and tease out what we can do to increase engagement. Challenging deficit thinking like “Nobody reads with the child at home anyway” should be the focus. Teaching itself is an act of social justice.

Action (30 minutes)

1. Following from the homework from the last session, examine pages 141 – 145 and invite participants to talk about one of the websites they visited. Provide participants with an opportunity to share what they discovered or what they even used with their students.
2. Invite participants to read the article on page 132 in *Social Justice Begins With Me* Resource Guide entitled “Equitable Participation A Self-Audit for Teachers.” As it is a short article, participants can read (or re-read) the article as it was assigned for homework.
3. Of special note, focus on the areas to be tallied “participant engagement,” “participant status,” and “teacher/leader behaviour.”
4. Invite participants to think about their own classroom space and the types of



engagement (or disengagement) that they have seen. If teaching is an act of social justice, then one of our key foci should be ensuring all students are engaged especially students who pose challenges in their literacy skills, social skills, etc. Knowing our students well is key to creating equitable opportunities that enhance equal outcomes.

Some Notes for the Facilitator: You may consider this as an opportunity for a mini-action research that will focus on understanding student and adult/teacher/leader behaviour in classroom settings. If others did conduct the mini-action research, provide opportunities for the participants to share some of their observations and finding.

5. Invite participants to examine pages 114 – 123. These resources provide opportunities for engaging not only the students but the community as a whole. As noted in earlier sessions, school-wide approaches to social justice education provides better opportunities for students to sustain their critical thinking about issues of inequity and injustice.

Consolidation (35 minutes)

1. Engage participants in some quasi-school planning. Examine the ten themes provided by the *Social Justice Begins With Me* kit and begin to think about how to align these themes to the school's Character Development traits, Future ACES or school based motivation awards. The key is to provide educators with opportunities to see how the themes and its text can align with existing projects and foci so that *Social Justice Begins With Me* will not be seen as an add-on but a tool to meet a system need.
2. Provide opportunities to share some of these possible cross-themed approaches. If participants share year-round samples, it would be good to collate them and share them with all participants so that everyone leaves with a model for alignment.



Some Notes for the Facilitator: It may be beneficial to bring along copies of your district's character development traits or other system-wide motivational programs or external motivational programs like Future ACES. Participants can use them as guides to easily find connections between the two.

1. Read the book *Seven Sacred Teachings: Niizhwaaswi gagiikwewin* by David Bouchard. Making explicit connections with character development, *Social Justice Begins With Me* themes and the Seven Sacred Teachings would be a synergistic venture but one that would be well rounded and rooted in Indigenous teachings.
2. Introduce the participants to pages 138 – 140 of the *Social Justice Begins With Me* Resource Guide to explore different online resources and contacts supporting an integration of First Nations, Metis and Inuit studies into the curriculum.

Reflection (20 minutes)

Invite participants to use Line Master 4.3 – Final Reflection to think about how they will bring back all that they have learned to the classroom and their schools. Depending on the community that has been built, this can be done in a community circle or just individually as a written assignment.

Provide participants with an opportunity to complete the ETFO Book Club Evaluation Form, Line Master 4.4.



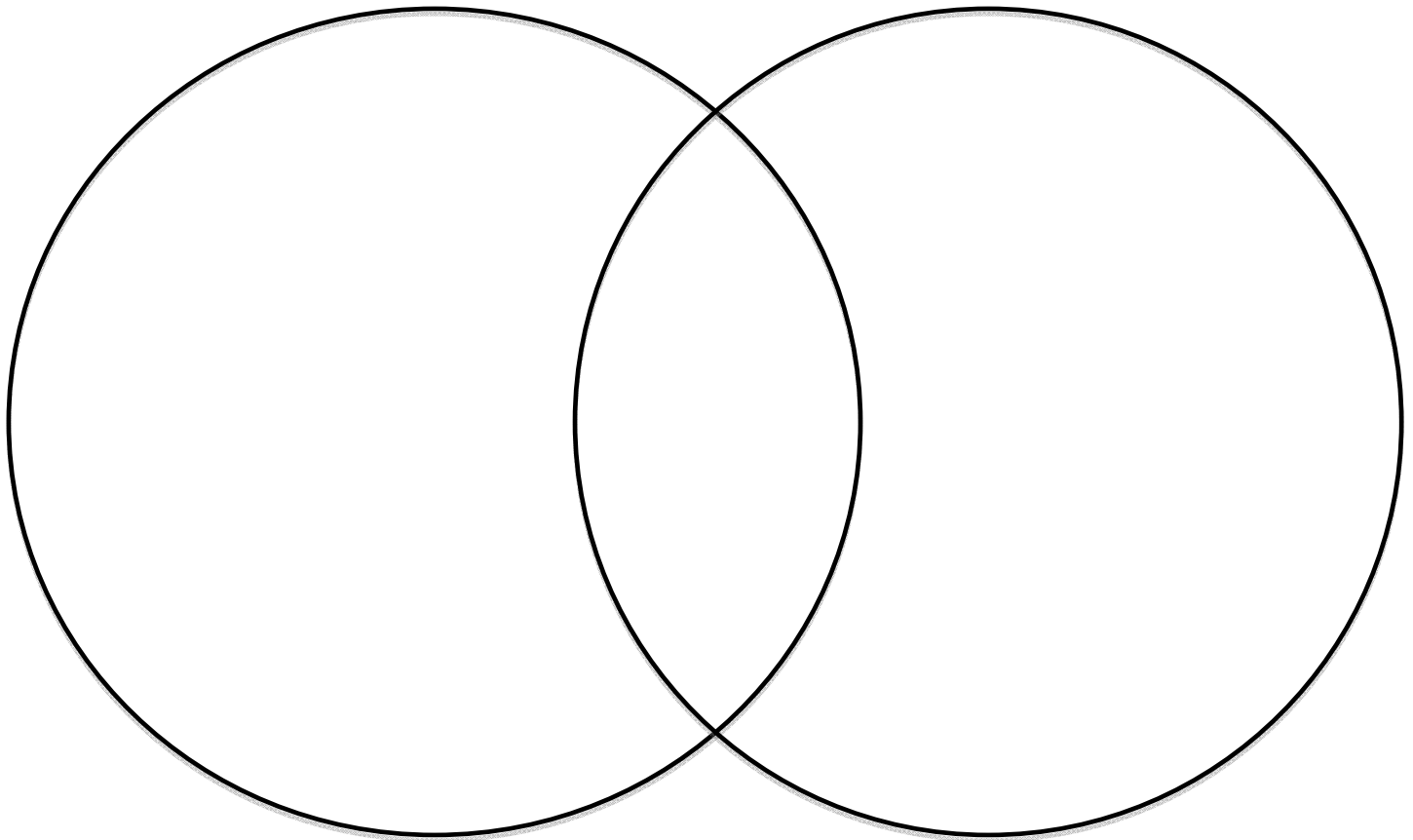
Support Material Section



Session One:

Line Master 1.1

Venn Diagram



Social Justice Education in my experience

Social Justice Education
in Kiran Bir Sethi's experience



Session One:

Line Master 1.2

Thinking By Myself and With Others

Personal Thoughts	Additional Thoughts from the Group
Text to Text	
Text to Self	
Text to World	
Text to our Inquiry	

Adapted from Wilhelm, J., Wilhelm, P., and Boas, E. (2009). *Inquiring Minds: Learn to Read and Write*. Markham, ON: Rubicon Publishing



Session One:

Line Master 1.3

3 2 1 Reflection

3 things I learned today

2 things I still question

1 thing I am going to do



Session Two:

Line Master 2.1

Free Response Think Aloud

What were you thinking as you read the article?	What were your feelings as you read the article?
What were some themes / topics that resonated positively with you?	What were some themes / topics that resonated negatively with you?
What questions would you ask the author if you had a chance to meet him or her?	What conditions might be needed to make the author's points real?



Session Two:

Line Master 2.2

Ticket Out the Door

One thing I will take away from today's book club:

Ticket Out the Door



One thing I will take away from today's book club:

Ticket Out the Door



Session Four:

Line Master 4.1

Factors That Affect ...



Session Four:

Line Master 4.2

Factors that affect ... Facilitator's Version

Factors that we cannot control	Factors that we can influence	Factors that we can control



Session Four:

Line Master 4.3

Final Reflection

How do I now define what it means to teach with social justice in mind?

How might I engage students and myself in thinking about difficult issues? What do I need further to be able to scaffold the students?

What do I truly believe is important as I work with my students in thinking about inequities and injustice?

How will I incorporate the students' voice in everything I do – from planning to delivery?



Session Four:

Line Master 4.4

ETFO Book Club Evaluation Form

Social Justice Begins With Me

1. My overall impression of the ETFO Book Club is:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
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Please explain your answer:

2. Outline the most useful feature(s) of the program and why?

3. What three things from the ETFO Book Club had the most impact on you?

- a. _____
- b. _____
- c. _____

4. How do you think your learning from the ETFO Book Club will impact your work?	To a Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not All <input type="checkbox"/>
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Please explain your answer:

5. What one thing would you change or add to the program to enhance its effectiveness and applicability in your work?

6. The ETFO Book Club model was appropriate for the type of learning I expected:	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
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Please explain your answer:

7. Attending the ETFO Book Club changed my understanding of ETFO as a professional organization:	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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Please explain your answer:

8. Can you suggest ways this ETFO Book Club could be more environmentally friendly?

Overall comments:

