

IN THE LOOP

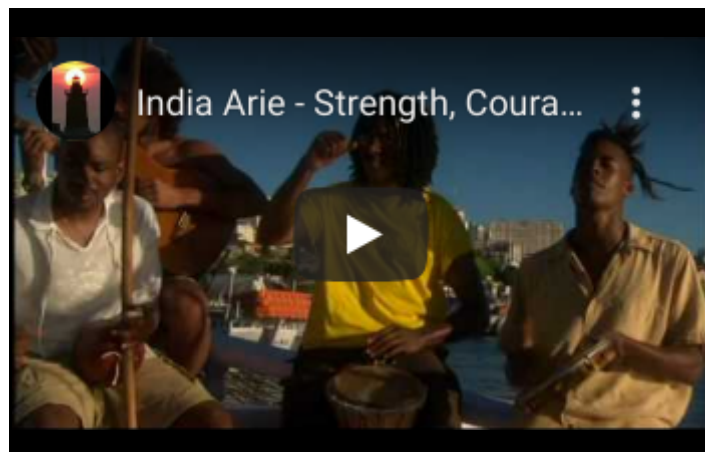
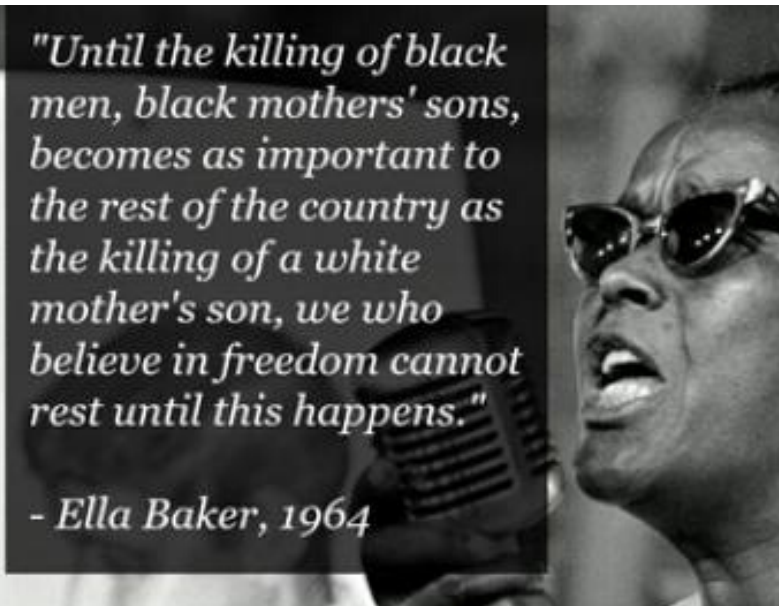
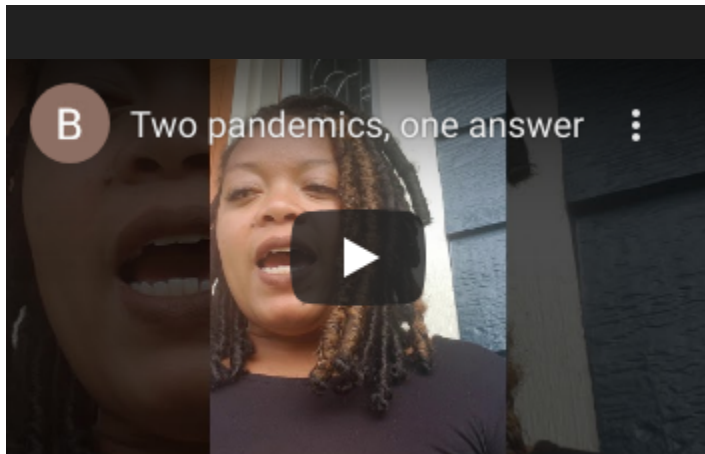
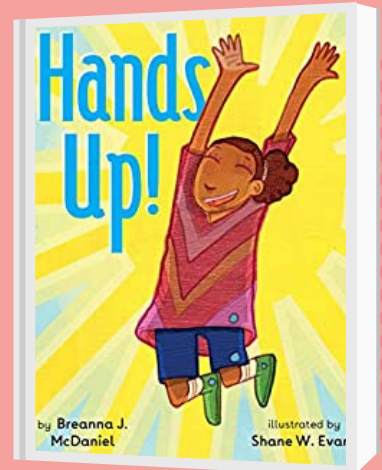
SOCIAL EMOTIONAL AND ANTI-BIAS ACTIVE LEARNING ACTIVITIES

Considering current events, DEEL coaches strongly felt that we should support our teachers, families, and children by helping to provide tools that may help them navigate through these trouble times. For this reason, we have created this special edition of "In The Loop Social Emotional and Anti-Bias Newsletter".



Hands Up!
by McDaniel, Breanna J.

A young girl lifts her hands up in a series of everyday moments before finally raising her hands in resistance at a protest.



What we know to be true is there are hundreds of years of scholarship on racism, its impact, and dismantling plans. We are providing you a very condensed resource list in this issue. It is our intention for you all to actively pursue the inquiry - by any means necessary .

SEL & Anti-bias Team



Excerpt from Zero to Three: Racism and Violence: Using Your Power as a Parent to Support Children Aged Two to Five

By Rebecca Parlakian

Aug 21, 2017

Guidelines for Talking about Racism and Violence

- 1) Limit access to media images and discussions about frightening events.
- 2) Stay calm when answering, as hard as that may be. This can lessen children's fear and help them to feel safe. There will naturally be times when you just can't be totally calm. If you are upset, you can explain in simple language why: "I'm crying because I see that man is hurt. I feel so sad for him and his family. I'm sad and that's why I'm crying."
- 3) Answer your child's questions using simple language that they understand. Let your child know that he can come to you with any questions he has and that you are not afraid of talking about difficult issues. This makes it more likely children will turn to you as a resource, and not struggle alone with their questions.
- 4) Tailor how you talk with your child based on his age and stage of development. When young children witness events that involve people that "look like me", these events command great attention and are meaningful to young children. It is natural for them to have questions. Depending on what your child asks and her level of understanding, she may be ready to talk about differences, equality and racism in simple, age-appropriate ways.

For the full article [CLICK HERE](#) to read about the additional strategies, suggestions and activities.

Excerpt from NY Times "26 Mini-Films for Exploring Race, Bias and Identity With Students"

By Michael Gonchar

March 15, 2017

How do we get students to consider perspectives different from their own? How do we get them to challenge their own biases and prejudices? If, as Atticus Finch famously said, "You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it," how do we get our students to do that?

Teachers traditionally turn to literature, history and current events to open up these conversations, but it's always helpful to have a bigger toolbox to tackle such important and difficult issues. That's why we pulled together these 26 short New York Times documentaries that range in time from 1 to 7 minutes and tackle issues of race, bias and identity.

To help teachers make the most of these films, we also provide several teaching ideas, related readings and student activities.

For the full article [CLICK HERE](#) to read about the additional strategies, suggestions and activities.

History is a clock that people use to tell their political and cultural time of day.

It is a compass they use to find themselves on the map of human geography.

It tells them where they are, but more importantly, what they must be."

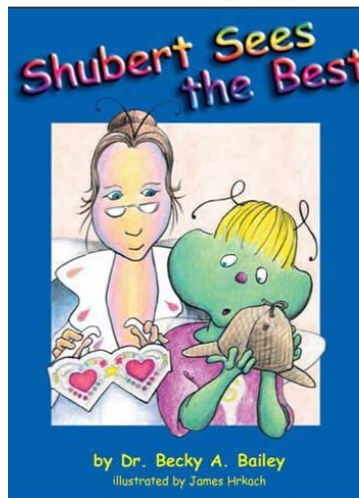
Dr. John Henrik Clarke



Supporting children to address feelings and emotion - afraid, scared, frustrated, mad/angry, and understanding difference:

(adapted from Ten Percent Happier & Conscious Discipline Curriculum)

Teacher can initiate conversation with children about current events by saying “You may have noticed or heard of different things or scary sounds happening within our community, or in your neighborhood lately (loud noises, big bang, people yelling/chanting, siren from police/fire truck coming down the street). We want to do a check in to see how everyone is feeling today. Have you heard or seen anything different within your neighborhood? Take a moment to think about it. When you are ready, you can raise your hand and share.



Teaching children to see others through “loving lens”, follow up activity to make ♥ eye glass post reading

Ideas for follow up activities and conversation prompt with children:

- What can you do when you feel afraid, sad, or scared?
- Children can draw or build a kindness tree, adding words of kindness to each leaf
- Record and chart children’s ideas of kind actions toward others

Metta Mantra Chant:

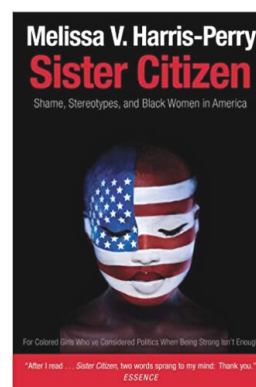
May we all be happy
 May we all be safe
 May we all be healthy
 May we all live with ease

**Standing Tall In The Crooked Room
 by Shawn Harris**

Inspired by the book “Sister Citizen” written by Melissa Harris-Perry

I’m standing tall in the crooked room,
 Relegated to be a contortionist
 Bending and shaping myself to others' vision
 Relegated to denying my feelings, my wants, my dreams
 If I must be in the crooked room
 I will stand tall as I can
 I will kick and scream and fight
 I will bang at the walls,
 I will kick at the doors,
 I will break the windows that shut out the sunlight and
 fresh air

I will scream to the heavens
 See me, see me, do you see me here?
 If I have to be in the crooked room



I will let others know
 I will not stay quiet
 I will not give up
 I will call to my sistas
 In their crooked room
 Join me, join me
 Give voice to our cause
 Give light to our plight
 Our plight

Standing Tall In the Crooked Room

Books, Links, and other Resources

"It is not possible to **effectively** speak and/or act to eliminate **any** major problem that involves people without **first** eliminating the problem of racism, in every area of activity, including economics, education, entertainment, labor, law, politics, religion, sex, and war."

Neely Fuller Jr.



Watch the entire CNN/Sesame Street racism town hall

CNN's Van Jones and Erica Hill partner with "Sesame Street" for Coming Together: Standing Up to Racism, a town hall for kids and families. Watch the town hall i...

[Click here](#)



Photo courtesy of Aaron Jeffers



Tapping for Justice

[Click here](#) for more on Northwest Tap Connection



Photo courtesy of Aaron Jeffers



Perspective | How black and white families are talking about racism in a time of...
Black and white parents typically teach children about race and racism in different ways, at different times. Here's what to do and how to do it.

[Click here](#)

Something Happened in Our Town: A Child's Story About Racial Injustice

by Marietta Collins & Marianne Celano

Discusses a police shooting of a local black man, answering children's questions about such traumatic events, and to help children identify and counter racial injustice in their own lives. Includes an extensive note to parents and caregivers with guidelines for discussing race and racism with children.

Recommended for older elementary children, ages 8 and up

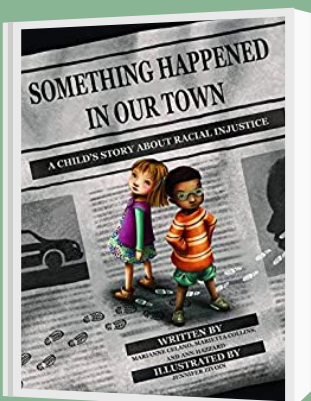


Photo courtesy of Aaron Jeffers

10 Things You Can Do to Interrupt Racism

Click on each box to be linked to a related resource!

We realize that everyone is at different places on their equity journey. These are just suggestions and hope that they will help you continue to reflect and grow.

Attend By-Stander Training

Intervene when you witness racial harassment, discrimination, hate speech, or microaggressions – in person or online. Silence and inaction in the presence of racist acts signals complicity.

Learn about history from the perspectives of Indigenous peoples and people of color.

Get your news from media that center the experiences of folx* of color. Educate yourself about race and racism without putting the onus on people of color to educate you.

Organize those in your circles to do the same.



Listen to and amplify the voices of Black people and other folx of color, especially those who live at the intersections of multiple marginalized identities.

Use whatever privilege and platform you have to make space for those voices to be heard. Examples include redirecting a group's attention back to a colleague of color during a meeting, inviting speakers of color to your event (and paying them), or contacting your elected officials to echo messages with recognition of the originators of those messages from BIPOC* community organizers.

Talk to your loved ones about racism and anti-Blackness.

Challenge biased statements or actions from family and friends. It may be uncomfortable or contradict family/cultural norms, especially if you are speaking against your elders; still, your silence will cost communities of color more than your conversation may cost you.

Question your own assumptions.

For instance, as you are looking for a "good" school for your child, deconstruct what constitutes "good" and examine the underlying reasons schools are of differing qualities. If you are concerned about the recent "riots," examine why you feel that way and why others may feel differently.

Question where you spend your money.

Shift your purchases from larger corporations to BIPOC*-owned businesses, even if it costs a little more. Do the same with any organizational budgets you have influence over and push to institutionalize such prioritization. Donate to non-profits, mutual aid groups, and giving circles led by and centered on communities of color.

See <https://socialjusticefund.org>.

Be intentional with your vote.

Go beyond the rhetoric! Research policies candidates endorsed or enacted in the past, and what the impacts have been on communities of color. Examine the way candidates engaged with communities of color – during their campaign, outside of their campaign, and what communities say about them.



Surround yourself with authentic stories and images of the joy, brilliance, and resiliency of BIPOC* folx*.

Learn about activists of all backgrounds who have resisted oppression, stood in solidarity with the marginalized, and fought for social justice. This can begin to dismantle negative narratives we have been conditioned to believe in about BIPOC* folx* and cultivate hope and determination for change.

What are you doing and what more will you do to dismantle racism?

* BIPOC means Black, Indigenous and People of Color

*folx is an alternative spelling of "folks", used to intentionally and explicitly include trans, non-binary, and gender non-conforming people"