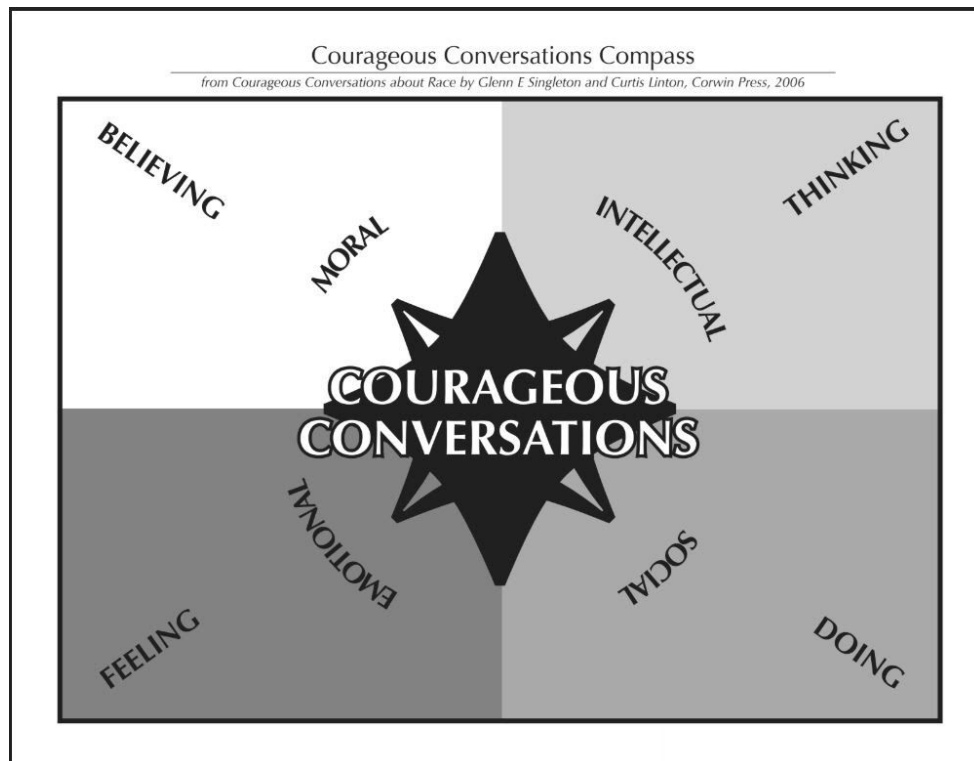


1. [Ground Rules: Four Agreements & Compass; Conscious Competence](#)
2. [Unconscious Vs. Conscious Processing](#)
3. [Goal - Bringing the Conversation into your Classroom](#)
4. [Speak Up Tool](#) - How to Respond When Offended
5. [Vocabulary](#)
6. [Resources for Action](#)



Ground Rules: Four Agreements & Compass; Conscious Competence



4 Agreements of Courageous Conversations

Stay engaged	Don't check out
Experience discomfort	Connect with your feelings
Speak your truth	Share your perspective
Expect/accept non-closure	Agree to Disagree

Unconscious Vs. Conscious Processing

[Stroop effect resources here.](#)

How does it connect to implicit bias? The stroop effect is a way for scientists to measure our unconscious mind by measuring if the pair of words on a screen, colors etc match our unconscious mind. When it does, we respond faster. The stroop effect is a developmentally appropriate way to begin the conversation about unconscious associations that exist and how those implicit biases get acted on.

Goal - Bringing the Conversation into your Classroom

- Have high expectations for students
- Offer them counter-stories
- Provide histories and stories from diverse populations
- Equitable classroom practices that increase voice and engages learners (random calling, equity sticks, Apps, etc.)

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- ❑ Questioning levels and track frequency and type of questions posed to all subgroups
-

Speak Up Tool

After watching each video clip...

- Decide which strategy you would utilize.
- Craft how you would respond in the moment to the vignette shown.
- Describe what follow-up actions might be needed.

4 Ways to Respond:

- Interrupt
- Question
- Educate
- Echo

[Speak up booklet for this activity here](#)

[Speak up manual for reference here](#)

[Speak up role play videos here](#)

Other Considerations: Ways To Respond When Offended

- Reflect on the cardinal of direction being used to enter conversation about race.
- Be clear about your own intentions.
- Assure the other person that your intentions are good.
- Be specific.
- Use “I” statements.
- Acknowledge your defensiveness.
- Clarify what you expect.

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- Look for common ground.
-

Vocabulary

Racist: a person who shows or feels discrimination or prejudice against people of other races, or who believes that a particular race is superior to another; a person who supports racist policy through actions or inaction.

Non-Racist: a person who is not influenced by race and doesn't believe that a particular race is superior to another but takes no action to challenging that construct.

Anti-Racist: a person who is supporting policy that reduces racial inequity through their ideas and actions; opposed to the unfair treatment of people who belong to other races and take action to reduce inequities.

White Privilege: inherent advantages possessed by a white person on the basis of their race in a society characterized by racial inequality and injustice.

Institutional Racism: occurs within institutions and systems of power. It is the unfair policies and discriminatory practices of particular institutions that routinely produce racially inequitable outcomes for people of color and advantages for white people.

Structural Racism: racial bias among institutions and across society. It involves the cumulative and compounding effects of the interactions of institutions and policies that systematically privilege white people and disadvantage people of color.

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Resources For Action

1. Black Lives Matter at School Week of Action
 - a. [Blacklivesmatteratschool.com](https://blacklivesmatteratschool.com)
 - b. [BLM at school year of purpose:](#)
 - c. [Take it to the school board](#)
 - d. [Pass a local union resolution](#)

2. [Speakup resources](#)
 - a. [Speak up booklet for this activity here](#)
 - b. [Speak up manual for reference here](#)
 - c. [Speak up role play videos here](#)

3. [Feedback form for part 3!](#)

4. [Part 1 Recording here.](#)

5. [Part 2 Recording here.](#)

6. [Member recommended resources from part 1 here.](#)

7. [Member recommended resources from part 3 here.](#)

Contact Information

You can find us at:

MSEA Center for Affiliates and Advocacy

gduval@mseane.org

bramey@mseane.org

How to Be An Anti-Racist 3 – Member Recommended Resources

Explore Unconscious vs. Conscious Processing

1. [Interactive Stroop Effect](#)

Bringing the Conversation into your Classroom

1. Equitable engagement practices
 - a. [Flippity.net](#) is good tool to ensure you are calling on students in an equitable way
2. Books!
 - a. "We are all Welcome " is a great book for Pre-k
 - b. [Epic Books](#)
 - c. "Dear Martin by Nic Stone"
 - d. "25 Habits: What If I Say the Wrong Thing?"
 - e. Jessica Smith Hebron does a children's program called "Culture Queen" and has a list of recommended culturally relevant books that she reads to children.
 - f. Study circles and book clubs!
3. Lesson Plans & Ideas
 - a. [Teaching Tolerance](#) has book lists, mini-lessons and prompts for the classroom.
 - b. [Izzit.org](#) for lessons and classroom resources like how to discuss the 2020 election
 - c. Connect with students at the High School level by involving them in examining the curriculum. Also, you can have students explore their unconscious bias using the [MSEA and Firstbook toolkit](#).
 - d. Connect lessons with common day events and/or connecting them with events happening in the community! For example, the

[Festival of Pumpkins at the Black Rock Center for the Arts in Germantown, MD](#) - Brothers with Books will be passing out FREE books. The MSP (Minority Scholars Program) leaders will be attending!

4. Create a school based diversity committee!
 - a. For example, in one school it is made up of staff, students and parents. It is student-driven, so students have the voice and control of what topic will be discussed depending on what is important to them. All members joined voluntarily. The students have various platforms to speak up ranging from performing arts, literature- student magazine/newspaper, online and in-person small groups.

Other Information:

[CitiGroup Research](#) that demonstrates the economic impacts of systemic racism.