



Tutor In Service 4/11 and 4/12

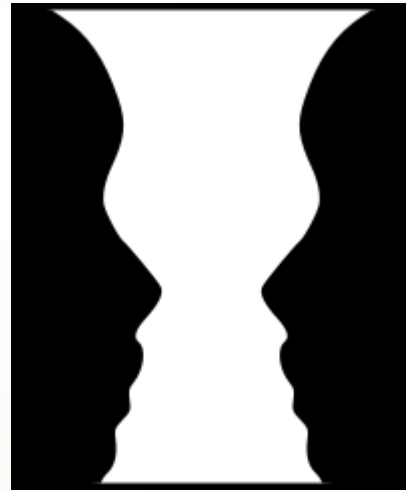
Racial Equity

# What it takes to be racially literate Ted Talk





Perceptions shape our  
classrooms.



# Inclusive Classroom Climate

- Encourage respectful and equitable participation
- Model inclusive language (using correct pronouns, correctly describing someone's physical appearance, avoiding stereotypes)
- Use multiple and diverse examples (art, visuals, authors)
- Respectfully communicate with students (pronouncing name without shortening, not asking a person to be representative of a group or expert on culture or group they belong to)
- Address offensive, discriminatory or insensitive comments

# Calling Out Vs. Calling In


You may need to redirect a discussion in class and depending the context there are two ways to think about doing that.

## ***Calling Out***

- When you need to interrupt to prevent further harm and press pause
- “That word/comment is offensive. Is there a different way you could say that?”
- “I don’t find that funny. Tell me why that’s funny to you”
- “In English that can be hurtful. Let’s talk about why”

## ***Calling In***

- When you see an opportunity to explore and learn from each other
- “Why do you think that is true...?”
- “How might someone else see this differently?”
- “How can your words have an effect on someone listening to you?”



# Lesson plans

1. Describing people L.1 and L.2

2. Juneteenth- Two versions

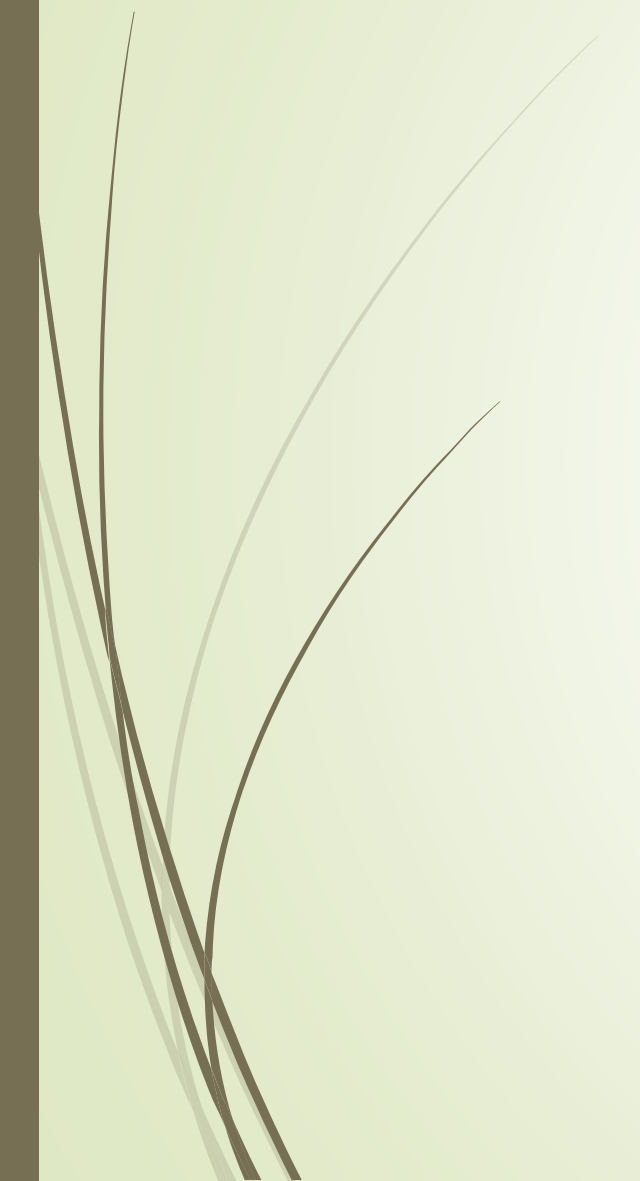
A.L. 1-3

B.L. 4+

3. Equity vs. Equality- Two Versions

A.L. 1-3

B.L. 4 +







## Breakout Discussion

1. Have you taught any of these lessons or similar lessons in your class? How were they received?
  2. How can you encourage students to discuss issues about race, culture and religion in class?
  3. Have you ever had a “difficult” discussion in class? How did you handle it?
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