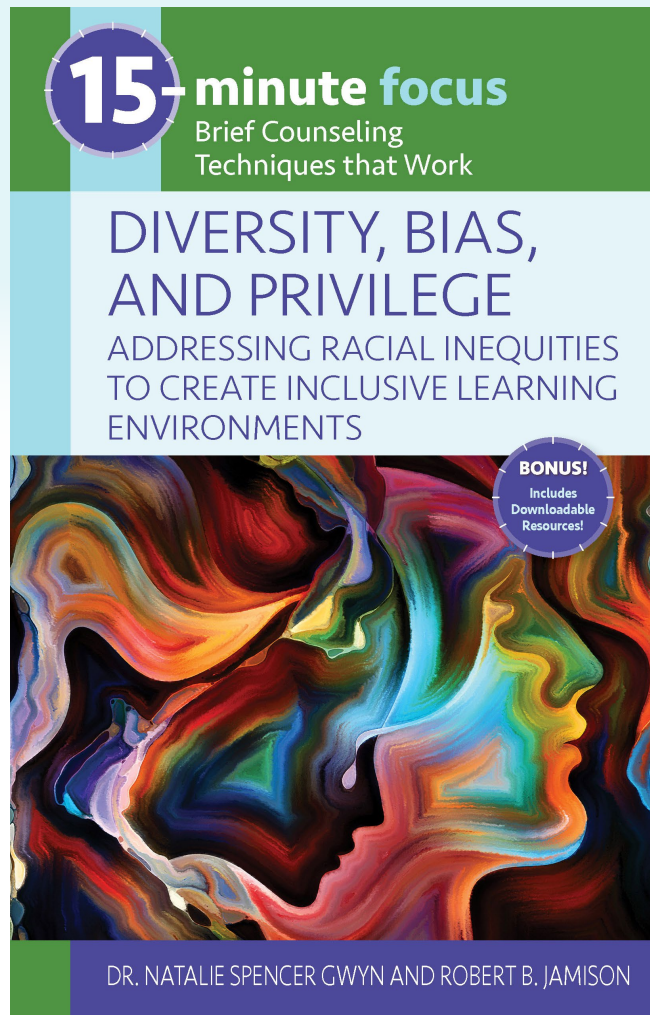


Reproducible Resources from



15-Minute Focus
Diversity, Bias, and Privilege
Written by: Dr. Natalie Spencer Gwyn
and Robert B. Jamison
ISBN: 9781953945471
© 2022 National Center for Youth Issues

The content provided in this pdf may be downloaded and reproduced for a specific group or class.
Reproduction for an entire school or school district is prohibited.

Words Matter: A Look at Key Terms

Words matter. They matter how we use them, when we use them, and where we use them. There is power in our words. Reviewing and reexamining previously held definitions regarding race, ethnicity, bias, and privilege serves as the foundation of the work to challenge barriers. Given the specific terms related to certain racial and ethnic groups as well as students with diverse disabilities, gender expression, and gender identity, the following is not an exhaustive list, and more terms should be explored based on the population you are supporting. Before we get started with a focus on race, there are some key terms we must correctly understand before change can take place within any school or system. Please read through this list before diving into chapter 1.

- **Ally.** An ally is an individual or group of individuals united to promote awareness or stand in solidarity as a helper to promote a particular cause, group, or interest.
- **Anti-racist.** Being anti-racist means you are aware of the concept of race and racism and promote practices and policies that support equal treatment among all racial groups. Supporting anti-racist policies means tolerating no forms of discrimination, prejudice, or bias against an individual or group. Developing an anti-racist agenda for yourself and school requires changing deficit thinking and taking proactive steps to become more race conscious. It means leaning into strategies, interventions, and policies that promote inclusive learning and equitable education spaces for all children.
- **Bias.** Bias is the inclination against or favor toward an object, group, idea, or individual. Bias, in this case, specifically refers to a lack of understanding of the different cultures and backgrounds of students. Bias can happen consciously or unconsciously. Educators can express bias against gender, race, socioeconomic status, preferences for specific students, and so on.
- **Discrimination.** Discrimination is defined as negative behaviors, attitudes, and actions toward an individual or group based solely on race, class, ethnic background, religion, and so on. Discrimination can occur when teachers, counselors, administrators, or other key stakeholders communicate lower academic and performance expectations for students of color.
- **Diversity.** Diversity is the practice of involving and including people or ideas that spring from a wide range of social, ethnic, sexual, and racial perspectives.
- **Equity.** Equity is defined as the state, quality, or ideal of being just, impartial, and fair. In terms of education, it means services, resources, and opportunities are provided to all students based on individual needs of race, income, or cultural background.

Continued on next page.

- **Implicit bias.** Implicit bias refers to attitudes or stereotypes that unconsciously affect our understanding, actions, behaviors, and decisions. For example, educators who demonstrate implicit bias include teachers having preconceived notions of a student's ability based on their background.
- **Microaggression.** Microaggressions are slights, indignities, put-downs, or insults directed at people of color or marginalized groups in their day-to-day interactions with individuals unaware of the offensive behavior.¹ In the classroom, microaggression takes the form of educators mispronouncing a student's name after being corrected, labeling a student of color "articulate," or setting low expectations for students of color.
- **Privilege.** Privilege refers to unearned and unquestioned advantages, entitlements, and benefits awarded to someone based on their race, gender, socioeconomic status, or ethnicity. Unfortunately, many people in America confuse privilege with rights, creating misunderstanding and misinformation.
- **Race.** Race refers to the physical, linguistic, social, and biological attributes, like skin color, shared among a large group of people.
- **Racism.** Racism is the practice of discrimination or antagonism against a person or group of people based on their inclusion (or exclusion) in a specific racial or ethnic group. Typically, racism is carried out on minority or marginalized individuals or populations. Corporately, racism can occur through the majority's institutional policies and practices by shaping the cultural beliefs and values that support racist policies and procedures. In education, that may include a lack of culturally diverse learning materials, biased discipline practices, and so on.
- **Representation.** Representation is a student's ability to see their ethnicity and demographics in school leadership (teachers, administrators, etc.).
- **Social justice.** Social justice refers to the fair treatment of all people, including minorities, with the equitable distribution of resources.²
- **Stereotype.** This term refers to any generalization made about a person or group without regard for individual differences. It is an oversimplified but commonly accepted belief about a person or thing. Examples of stereotypes might include, all librarians are frumpy, all bikers are criminals, all politicians are crooked, or all teenagers are rebellious.
- **White privilege.** White privilege refers to the inherent advantages possessed by a white person based on their race in a society characterized by racial inequality and injustice. White privilege does not mean white people have never struggled, nor does it mean that what white people achieve is unearned.

Continuum on Becoming an Anti-Racist Multicultural Organization

Monocultural ➡ Multicultural ➡ Anti-Racist ➡ Anti-Racist Multicultural
 Racial and Cultural Differences Seen as Deficits ➡ Tolerant of Racial and Cultural Differences
 ➡ Racial and Cultural Differences Seen as Assets

1. Exclusive An Exclusionary Institution	2. Passive A “Club” Institution	3. Symbolic Change A “Compliance” Organization
<ul style="list-style-type: none"> Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos, and Asian Americans Intentionally and publicly enforces the racist status quo throughout institution Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels Usually has similar intentional policies and practices toward other socially oppressed groups such as women, gays, and lesbians, Third World citizens, etc. Openly maintains the dominant group’s power and privilege 	<ul style="list-style-type: none"> Tolerant of a limited number of “token” People of Color and members from other social identify groups allowed in with “proper” perspective and credentials. May still secretly limit or exclude People of Color in contradiction to public policies Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life Often declares, “We don’t have a problem.” Monocultural norms, policies, and procedures of dominant culture viewed as the “right” way” business as usual” Engages issues of diversity and social justice only on club members’ terms and within their comfort zone. 	<ul style="list-style-type: none"> Makes official policy pronouncements regarding multicultural diversity Sees itself as “non- racist” institution with open doors to People of Color Carries out intentional inclusiveness efforts, recruiting “someone of color” on committees or office staff Expanding view of diversity includes other socially oppressed groups <i>But...</i> “Not those who make waves” Little or no contextual change in culture, policies, and decision making Is still relatively unaware of continuing patterns of privilege, paternalism and control Token placements in staff positions: must assimilate into organizational culture

Continued on next page.

4. Identity Change An Affirming Institution	5. Structural Change A Transforming Institution	6. Fully Inclusive Anti-Racist Multicultural Organization in a Transformed Society
<ul style="list-style-type: none"> • Growing understanding of racism as barrier to effective diversity • Develops analysis of systemic racism • Sponsors programs of anti-racism training • New consciousness of institutionalized white power and privilege • Develops intentional identity as an “anti-racist” institution • Begins to develop accountability to racially oppressed communities • Increasing commitment to dismantle racism and eliminate inherent white advantage • Actively recruits and promotes members of groups have been historically denied access and opportunity <i>But...</i> • Institutional structures and culture that maintain white power and privilege still intact and relatively untouched 	<ul style="list-style-type: none"> • Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity • Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their world-view, culture, and lifestyles • Implements structures, policies, and practices with inclusive decision making and other forms of power-sharing on all levels of the institution’s life and work • Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities • Anti-racist multicultural diversity becomes an institutionalized asset • Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments 	<ul style="list-style-type: none"> • Future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression. • Institution’s life reflects full participation and shared power with diverse racial, cultural, and economic groups in determining its mission, structure, constituency, policies and practices • Members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest • A sense of restored community and mutual caring • Allies with others in combating all forms of social oppression • Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations.

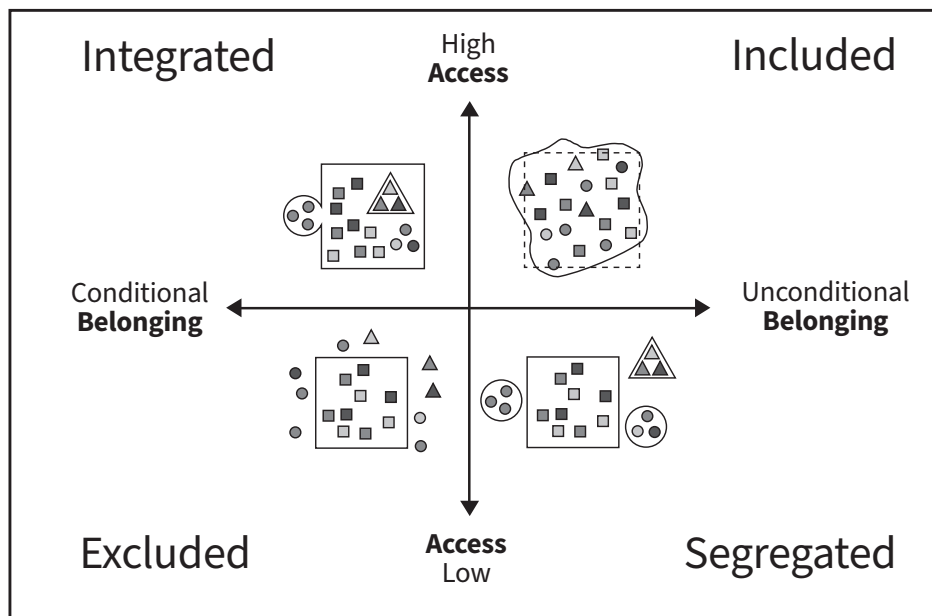
© Crossroads Ministry, Chicago, IL: Adapted from original concept by Bailey Jackson and Rita Hardiman, and further developed by Andrea Avazian and Ronice Branding; further adapted by Melia LaCour, PSESD.

Microaggressions and Students from Cultural Backgrounds

	Microaggressions	The Underlying Message and Emotional Impact
African American Students	<ul style="list-style-type: none"> Discouraged from taking challenging (i.e., Honors and Advanced Placement) courses Peers are reluctant to work on group projects African American students often asked to speak for entire race African American students often first accused or assumed when something is missing or stolen 	<ul style="list-style-type: none"> Feelings of extreme self-doubt Constant fatigue from having to work harder to prove intelligence, work ethic, and ability to perform duties
Hispanic Students	<ul style="list-style-type: none"> Perceived as less intelligent; accomplishments deemed a result of affirmative action Criticized by the way they speak and/or often having others correct their pronunciations 	<ul style="list-style-type: none"> Anxiety often associated with having background questioned Identity confusion as they are often told they “don’t look Hispanic”
Native American Students	<ul style="list-style-type: none"> Often viewed as “invisible,” and contributions to history often misrepresented or not acknowledged Thought of as lazy or lacking motivation and drive 	<ul style="list-style-type: none"> Increased pressure to assimilate to mainstream “white culture” Feelings of distrust of mainstream as indigenous culture and history are often misrepresented
Asian Students	<ul style="list-style-type: none"> Assumption of “model citizen”; for example, if there are several Asian students in class, the class is “assumed” for “smart people” or “hard” Often thought of as a monolithic ethnic group, and family origin assumed “Chinese” 	<ul style="list-style-type: none"> Undue pressure from teachers, peers, and family to conform to stereotypical Asian careers and excel in science and math Fear of not being accepted by white peers or other minority peers, difficulty finding friend groups
Non-Binary or Non-Heterosexual Students	<ul style="list-style-type: none"> Conversations and classroom materials portray heterosexuals and heterosexual relationships Frequently asked inappropriate personal questions or viewed as “abnormal” 	<ul style="list-style-type: none"> Increased risk for suicide and self-harm behavior Often victims of bullying within school setting

Source: Sue et al., “Racial Microaggressions in Everyday Life: Implications for Clinical Practice,” *American Psychologist* 62 (2007): 271–86.

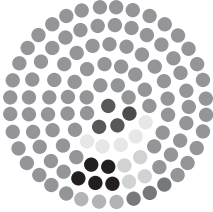
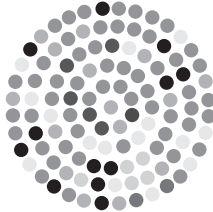
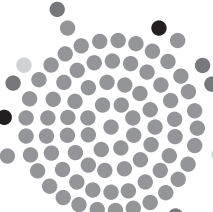
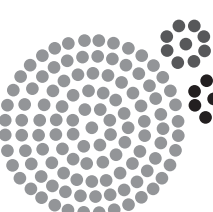
Four Diverse Environments



3.1 © Floyd Cobb and John Krownapple

Source: Cobb, F. 34 & Krownapple, J. (2019). *Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation*. San Diego, CA: Mimi & Todd Press.

Your Stories, Emotions, & Lasting Effects

 <p>Integrated</p> <p>Being in a diverse community. Brought into a dominant culture.</p> <p>A personal experience:</p> <p>Emotions I felt:</p> <p>Lasting effects:</p>	 <p>Included</p> <p>Being of a diverse community. Co-creating a new way of being together.</p> <p>A personal experience:</p> <p>Emotions I felt:</p> <p>Lasting effects:</p>
 <p>Excluded</p> <p>Being outside of community. Kept out due to difference.</p> <p>A personal experience:</p> <p>Emotions I felt:</p> <p>Lasting effects:</p>	 <p>Segregated</p> <p>Being of a homogenous community. Divided and stratified by differences.</p> <p>A personal experience:</p> <p>Emotions I felt:</p> <p>Lasting effects:</p>

3.2 Equity Implementation Through Belonging, Dignity, & Improvement Science • Cobb & Krownapple

Examples of Diverse School Programming

Type of Programming for Community/Teachers	Desired Outcomes
Culturally Diverse Advisory Council	Creating another council or group of people to meet and talk <i>at</i> each other is not the goal here. The focus of a Culturally Diverse Advisory Council should be action. The council should bring together key stakeholders and business leaders who are committed to deconstructing barriers of race, bias, and privilege and who support anti-racist initiatives through mentoring programs.
Diversity Parent Nights	Parent nights are great ideas; however, they must be intentional and focused on the needs and concerns of diverse parents. These parent nights could provide courses, leadership opportunities, or workshops on effective parenting skills, communication, and advocacy.
Curriculum Fairs	Curriculum fairs are often collaborative opportunities that can help open conversations between teachers, parents, and administration. A curriculum fair should have a diversity focus and highlight diverse classes and enrollment in gifted, rigorous, and advanced courses.
Parent Teacher Association Book Club with Emphasis on Diversity in Education Books	Parent Teacher Associations or other parent support organizations can support a school's diversity efforts by offering a book club focused on race, bias, diversity, and privilege in education. The leaders of such book discussions should include a diverse parent group from all ages/grade levels. Books should be easily accessible and considered collaborative with local libraries to promote parent involvement and inclusion.
Professional Development for Administrators, Teachers, Counselors, and Other Support Staff	Professional development involving school professionals should occur throughout the year. Examples of professional development focused on creating culturally diverse learning environments could include topics such as anti-racist education, privilege in education, and bias in education.
Teacher Book Study for Each Department Focused on Curriculum-Specific Racial/Cultural Concerns	In addition to book clubs for parents and community members, teachers are encouraged to reflect and learn more about the role of diversity and race in their own subject area as well. For example, a math teacher can start a book study with other teachers focused on the paths of African American mathematicians such as <i>Beyond Banneker: Black Mathematicians and the Paths to Excellence</i> by Erica Walker. ³

Type of Programming for Students	Desired Outcomes
Expansion of Multicultural Student Groups	Create inclusive student groups where students can have an outlet to connect with diverse students across grade levels and backgrounds.
Cultural Talent Expositions	Promote positive student experiences and support by highlighting individual culture and talents of students.
Monthly Heritage Celebrations that can be discussed, honored, and researched. (This list is not exhaustive but rather a starting point.)	January: Martin Luther King Jr. Day February: Black History Month March: National Women's History Month; Gender Equality Month April: Arab American Heritage Month May: Asian Pacific Heritage Month; Indian Heritage Month June: LGBTQ+ Pride Month; Puerto Rican Day July: None to date August: Int'l Day of the World's Indigenous People September: Hispanic-Latino Heritage Month October: National Italian Heritage; Polish American Heritage Month; Spirit Day November: Native American Heritage Month; Dutch American Heritage Day December: International Day of Persons with Disabilities; Hanukkah, Christmas, Kwanzaa
Day of Activism	Promote unity and activism by hosting a campus cleanup to invite diverse student groups to work together.

Lesson Plans for Promoting Anti-Bias Education

Sample Diversity Lesson Plan: Tree of Life Handprints (Elementary Focused)

This is a fun lesson for all grades and can be displayed in a classroom as a great reminder of unity and respect among all students.

Materials needed: A large piece of craft paper with a tree and branches drawn or painted on it, different colors of craft paint, magic markers, tape

1. You can introduce the lesson by asking students to define key words such as *diversity*, *empathy*, *race*, *bias*, *privilege*, or any other developmentally appropriate terms for your grade.
2. Write the student responses to these definitions on the board.
3. Once you collect five to ten words, engage students in conversation about the words, what they mean, and how, as a class, you can create a respectful and welcoming environment.
4. Next, you want to introduce your class as a collective unit working together to learn, respect, share, and support each other. You will encourage students to think about your classroom as a mighty tree—strong and big. The learning that takes place in the room is the trunk of the tree and the limbs. The students and teacher make up the leaves.
5. Explain that each leaf on a tree is different (you can bring in leaves to demonstrate). Some are big and some are small. Leaves come in so many colors—green, red, brown, purple, yellow, and so on. The leaves create a beautiful tree that stands tall and firm.
6. You can continue with a variation of the following script:

As a class, you are considered the leaves. We are all different. We come from different families, practice different family traditions, look different, and even speak different languages. Together we learn to respect our differences and learn from each other.

7. Next, invite students to choose a color of paint for their leaf handprint from various trays of paint in the room (you will need to determine how to introduce the paint according to your grade level).
8. Students will place the palm of their hand in the paint and put their handprint along one of the branches on a large sheet of paper posted on the wall. Then they should write their name beside their print.
9. After cleaning up, encourage students to look at the tree and the multiple colors.
10. Ask the students what they learned about the importance of diversity and respecting each other's differences.
11. After the lesson is completed, you will want to take a photo of the tree and upload it to your class website, newsletter, and so on. You should also frame the photo along with your classroom creed and post both in your room in a place where students see the picture as they enter and leave the room.

Sample Diversity Lesson Plan: In What Places and Spaces Does Racism Show Up? (Middle and High School Focused)

This Anti-Defamation League lesson provides an opportunity for students to understand the definition of racism and reflect on specific examples of racism from the experiences of a twelve-year-old Black actor as well as their own.

Learning Objectives:

- Students will understand the definition of racism.
- Students will explore the concept of racism by reading an essay by a child actor.
- Students will analyze the interpersonal and institutional ways that racism shows up in Lonnie Chavis's life.
- Students will reflect on their own experiences with or witnessing of racism and write an exploratory essay about that experience.

Materials

- Board/Smart Board
- Markers
- Post-it Notes (2–3 per student)
- Prepare the definition of racism on the board or as a presentation slide
- “America Needs to Change” essay (one copy per student)

Procedure

1. Begin the lesson by asking students, What is racism? Record notes on the board/smart board with some of their responses. Ask them how they define racism. Have students work in pairs and come up with a definition together. Then have students share their definitions.
2. Share the following definition for racism: racism is the disrespect, harm, and mistreatment of people of color.
 - a. First, underline or highlight the words *people of color*. Ask students what they think this means. Explain how the term includes people who are Black, Latinx, Asian, and/or Native American. Clarify any misunderstandings.
 - b. Next, underline or highlight *disrespect, harm, and mistreatment*. Ask what those words mean and who might be doing the mistreatment. Point out that mistreatment, harm, and disrespect can be done on purpose by people or by groups. And, sometimes, harm is caused even when it is not on purpose. People can experience harm based on where they live, what they look like, and how they talk as well as by their experiences at school and in their communities. Harm can be done on purpose by people, but individuals, groups, and organizations can also cause harm by not helping people of color or not allowing them to get the help they need.
3. Ask students how this definition of racism is different from what they thought the definition was prior to today's conversation.
4. Explain to students that you are now going to read an essay by a twelve-year-old actor who has been in a variety of TV series as well as a movie.
5. Distribute the essay “America Needs to Change” (see Appendix C) and give students at least ten minutes to silently read the essay. For younger students, you may elect to read the essay aloud. Distribute a few Post-it Notes to each student and ask them to jot down words or phrases they find meaningful or memorable. Additionally, have them underline words or phrases they do not understand, have questions about, and want to know more about.

6. After reading, have students bring their Post-its (with the memorable and meaningful phrases) to the front of the class and place them on the wall or the board. Read aloud the words and phrases or have each student read them aloud. Ask a few students to share the words they wanted to learn more about or ones for which they had questions; they can also discuss these underlined words in small groups.
7. Engage students in a discussion by asking the following questions:
 - a. What is this essay about?
 - b. When you read the first sentence, “My life matters but does it?” what did you think?
 - c. What thoughts or feelings came to mind when you were reading the essay?
 - d. What does Lonnie Chavis mean when he says, “At this point, I knew by experience that this nation will never take it easy on me, and that all Blackness could be perceived as a threat in America”?⁴
 - e. What experiences described by Lonnie Chavis can you relate to or have you seen or heard about? What experiences could you not relate to?
 - f. What did you learn by reading this essay?
 - g. In the end, what does Lonnie Chavis say about the things in America that need to change? Why does he pick those things?
 - h. Based on the essay and what you know, what things do you think need to change?
 - i. What questions do you have for Lonnie Chavis?

➤ Questions may be tweeted @ADL_Education.
8. Explain to students that they are going to write their own essays about racism. They can choose to write about an experience they shared in their small group discussion or another experience. This can be something they experienced personally, something they witnessed, or something they heard or read. In the essay, they should include what happened, how they felt, what was done or what they wish someone would have done, and the way in which their example contributes to racism in society.
9. Provide time for students to begin writing their essays in class and provide additional time for them to conference with you and each other to get feedback. Assign the completion of the essay as homework.
10. In closing, have students share something new they learned or realized after the classroom discussion, reading the essay, and reflecting on related experiences.

Complete a Family Genogram

Many families can be unaware of historical incidents of bias or how privilege they may have received resulted in the oppression of others. Learning more about one's own family and cultural background can serve as an excellent vehicle for parents to continue having open and honest conversations about race and how as a family they can help change their legacy to foster inclusion. Below is a sample family genogram that can help families review their history, starting with great-grandparents or the oldest living family member. Begin with the following:

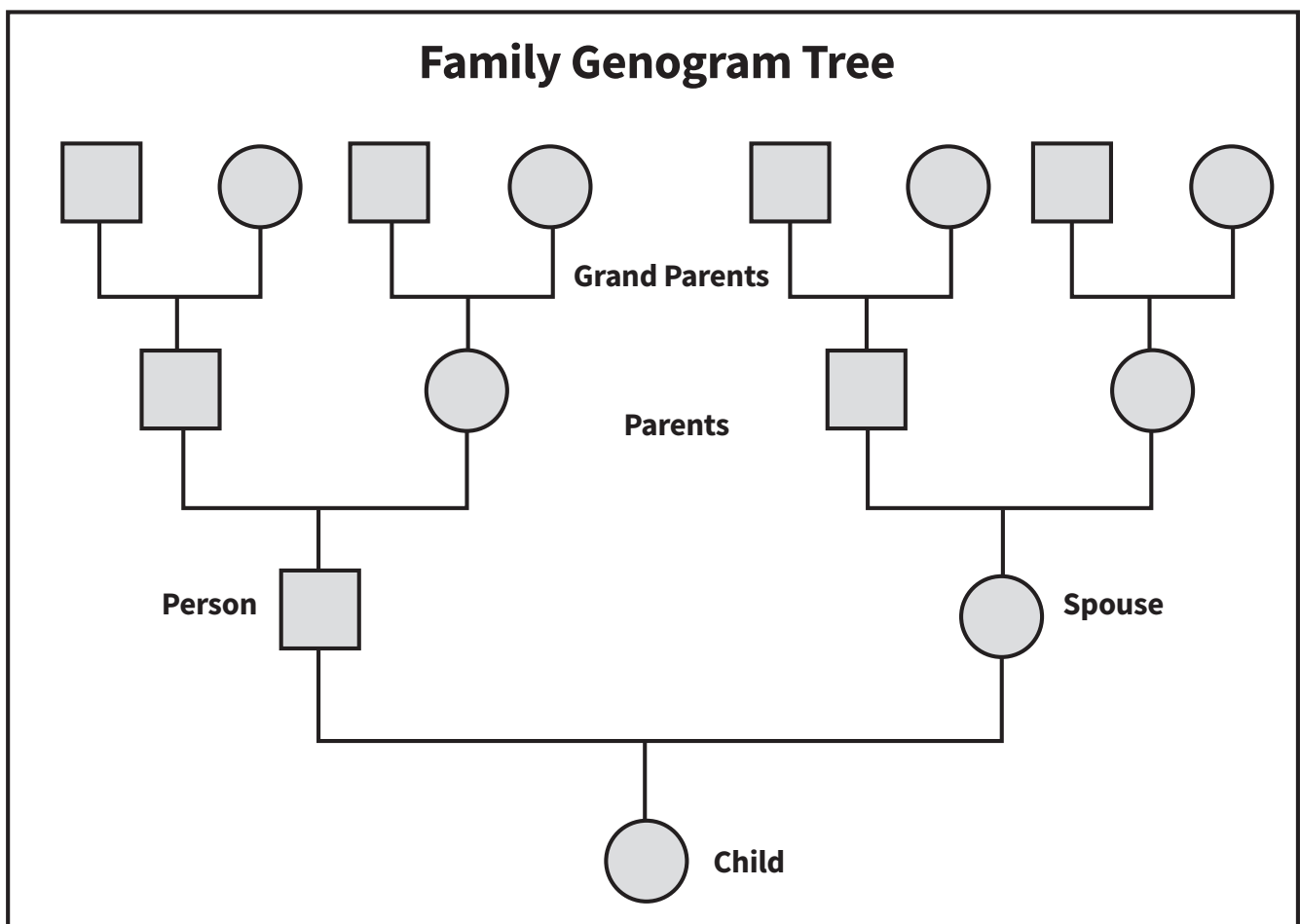
- Identify family members, including the year of birth/death
- Categorize family members based on marriages, divorces, cohabitation, and so on
- Identify children within each generation, once again identifying family history patterns

After family members have been determined, start with the oldest members and identify key racial, ethnic, or historical events that occurred during their lives. For example, grandparents and children born between 1930 and 1960 could have experienced impacts of the civil rights movement.

After identifying key family members and historical events, reach out to any living members and conduct a historical interview. Many people may have had family members who either participated in or experienced civil disturbances, war/civil unrest (race-based), or protests.

Finally, after conducting interviews and taking notes, ask yourself these questions:

- What did we learn about our family?
- Do we celebrate our cultural background? If so, in what ways? What family traditions are important to us?
- Which family members participated in race-based or ethnic protests pertaining to civil rights?
- How can we maintain our cultural identity as a family?



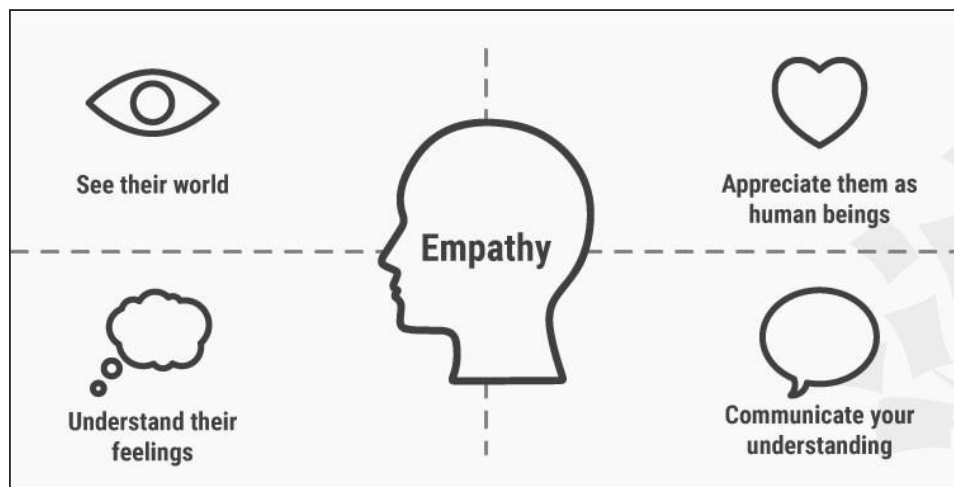
Empathy Interviews

As you work to build a supportive school of diverse learners, it's important to assess the climate at your school and seek to understand the experiences of others. Empathy interviews provide an opportunity to assess someone's understanding toward people from different cultural and ethnic backgrounds. Conducting empathy interviews with students can also have a positive impact on teaching. Here are a few things to remember when starting your interviews:

- Interview students interested in getting a better understanding of empathy. Consider students in diversity groups that have already been established.
- As with any assessment, consider the audience and the diversity of the participants. Make sure you are prepared to answer any questions and have resources available.

Interviews can happen at the beginning of the year to get to know students, mid-year to check in, and at the end of the year as a wrap-up and assessment. When conducting interviews, you want to:

- State your questions clearly.
- Seek to learn more about others using stories or feeling.
- Use prompts and questions to go deeper, such as “Tell me more...” or “What do you mean by...”



Source: Ditte Hvas Mortensen, “Stage 1 in the Design Thinking Process: Empathise with Your Users,” Interaction Design Foundation, <https://www.interaction-design.org/literature/article/stage-1-in-the-design-thinking-process-empathise-with-your-users>.

Sample Empathy Interview Questions³²

- Tell me about a time when you felt successful.
- What happened? What made this a success? What did you do? What did others do?
- Tell me about a time when _____ was hard. (For example, “Tell me about a time when you overheard a racist joke.”)
 - What happened?
 - How did it feel?
 - Why was it hard?
 - How did you react?
 - What do you wish would have happened?
 - What would have helped?
- What advice would you give another person about _____?
- What do you wish others knew about _____?
- If you could describe how you feel about _____ in one word, what is it?

APPENDIX A

Assessments

The following assessments are designed to help you learn more about your privileges, bias, and discrimination. Each assessment can be done individually or as part of a professional development group.

ASSESSMENT 1 Understanding My Privileges Assessment

The following assessment is intended to help you take a deeper look into your privileges and how your race, gender, background, and so on impact your current behaviors.

Group Member Profile

Age _____ Race _____

Gender Identity (if identifying) _____ Sexual Orientation _____

Ethnic Background _____ Language _____

Family of Origin _____

Regional or Geographic Residence (Current) _____

Ability _____

Socioeconomic Class _____

Education (Level of Education Obtained) _____ Other _____

Now, look at your answers above and make a list below of how specific elements of your profile can help you better understand privilege.

Assessment 2

Answer YES or NO

Note: For all **YES** answers, please provide additional comments.

I have participated in the oppression of someone in one or more of the group(s) different from the one(s) I identify.

YES or NO (if YES, please explain) _____

I have experienced bias or discrimination because I am a member of one or more of the group(s) different from the one(s) I identify.

YES or NO (if YES, please explain) _____

I witnessed members of my family sharing or making negative comments about members of one or more of the group(s) different from the one(s) I identify.

YES or NO (if YES, please explain) _____

I witnessed friends or coworkers sharing or making negative comments about members of one or more of the group(s) different from the one(s) I identify.

YES or NO (if YES, please explain) _____

I have spoken up when I've heard negative comments about members of one of the above groups.

YES or NO (if YES, please explain) _____

The emotions I am experiencing as I am completing this assessment include:

How can I serve as an ally? (Remember, an ally is an individual or group of individuals united to promote awareness or stand in solidarity as a helper to promote a particular cause, group, or interest.)

Who can support me in my work to become an ally and recognize my privilege?

My Action Plan

Below, reflect on your current thoughts and results. Use the space below to share your reflections. Then create a plan for becoming a better ally. Finally, list one or two actions you can start doing today to better support others.

Reflect:

Plan:

Act:

APPENDIX B

ASSESSMENT 3

Anti-Bias Personal Self-Assessment⁵

Directions: Using the rating scale below, assess yourself for each item by placing a 1, 2, or 3 in the appropriate column. When you have completed the checklist, review your responses to identify areas in need of improvement. Finally, complete the open-ended questions at the end to create goals in the areas in which you would like to improve or seek support from allies.

Rate your behavior on the following scale:

3 = All the time; 2 = Some of the time; 1 = Not at all

RATE	
	1. I regularly educate myself about the experiences of other cultural, racial, socioeconomic, and ethnic groups by attending trainings, workshops, lectures, and talks in my area, at professional conferences, and/or virtually.
	2. I am aware of my use of language and avoid terms that can be viewed as hurtful or degrading to other groups in my classroom and personal life.
	3. I demonstrate my commitment to social justice in my personal life by engaging in activities that promote equity and fairness.
	4. I make an effort to refrain from viewing or reading materials that use language or images which can be viewed as hurtful or degrading to other groups.
	5. I refrain from stereotyping others.
	6. When selecting curriculum for my classroom or instruction to present to students or parents, I am aware of the cultural implications.
	7. I spend time reflecting on my own upbringing and childhood to better understand my own biases and prejudicial messages I may have internalized.
	8. I am mindful to select classroom curriculum materials that include the perspectives, voices, and lived experiences of people from a wide variety of ethnic, cultural, and racial groups.
	9. I am not afraid to speak up when I overhear degrading or racially/culturally insensitive comments made about members from ethnic, cultural, and/or racial groups.
	10. I positively contribute to the cultural diversity within my school by serving on diversity committee, sponsoring diverse student groups, or participating in the planning of cultural and diverse programming.
	11. When a student shares a concern that is race based, I believe the student.
	12. I am comfortable interacting and engaging in conversation with parents of students who are culturally, ethnically, and linguistically diverse.
	13. I routinely suggest or send my colleagues professional development to increase our understanding of other cultures and improve our teaching practices to support inclusive learning environments.
	14. If I have a concern about a colleague behaving in a racist or discriminatory way toward a student, I know who to turn to for help.
	15. I am comfortable giving constructive feedback to someone of another race, gender, age, or physical ability.

Additional Questions for Self-Reflection

- Which of the questions above created the most discomfort?
- Who are three to four people you can reach out to for support?
- What are two to three ways you can improve your overall understanding of anti-racist, privilege, and bias work in your school, classroom, and personal life?

Commitment to Combat Racism

In addition to completing personal assessments and reflections, it is also important for educators to commit to combat racism in all areas of education—curriculum, teaching practices, interactions with students, classroom environments, programming, parent outreach, and any other spaces where school employees interact with students. This *Commitment to Combat Racism* was developed by Jane Elliot, a well-known race, equity, and inclusion advocate and author of *Unpacking the Invisible Knapsack*.⁶

Indicate whether you have taken action on the items listed below by checking **YES** or **NO**.

Yes___ **No**___ *Have I aggressively sought out more information in an effort to enhance my own awareness and understanding of racism (talking with others, reading, listening)?*

Yes___ **No**___ *Have I spent some time recently looking at my own racist attitudes and behaviors as they contribute to or combat racism around and within me?*

Yes___ **No**___ *Have I reevaluated my use of terms, phrases, or behaviors that may be perceived by others as degrading or hurtful?*

Yes___ **No**___ *Have I openly confronted a racist comment, joke, or action among those around me?*

Yes___ **No**___ *Have I made personal contact with myself to take a positive stand against racism, even at some possible risk, when the chance occurs?*

Yes___ **No**___ *Have I become increasingly aware of racist TV programs, advertising, news broadcasts, holiday observations, slogans, and so on?*

Yes___ **No**___ *Have I complained to those in charge of promoting racist TV programs, advertising, news broadcasts, holiday observations, slogans, and so on?*

Yes___ **No**___ *Have I suggested and taken steps to implement discussions or workshops aimed at understanding and eliminating racism, sexism, and ageism with friends, colleagues, social clubs, or church groups?*

Yes___ **No**___ *Have I been investigating and evaluating political candidates at all levels in terms of their stance and activity against racism, sexism, and ageism?*

Yes___ **No**___ *Have I investigated curricula of local schools in terms of their treatment of the issues of racism, sexism, and ageism (also, textbooks, assemblies, faculty, staff, administration, and athletic programs and directors)?*

Yes___ **No**___ *Have I contributed time and/or funds to an agency, fund, or program that actively confronts the problems of racism, sexism, or ageism?*

Yes___ **No**___ *Have my buying habits supported nonracist, nonsexist, and nonageist shops, companies, or personnel?*

Yes___ No___ *Is my school or place of employment a target for my educational efforts in responding to racism, sexism, and ageism?*

Yes___ No___ *Have I become seriously dissatisfied with my own level of activity in combating racism, sexism, and ageism?*

Yes___ No___ *Have I realized that white Americans are trapped by their own schools, homes, media, government, families, and so on, even when they choose not to be openly racist or sexist?*

Yes___ No___ *Have I ended my affiliation with organizations that are racist, sexist, or ageist in their membership requirements?*

Yes___ No___ *Have I subscribed to a publication that will educate me in the area of a culture other than my own? Have I left copies of that publication in sight where my friends and associates might see it and question my interest in it?*

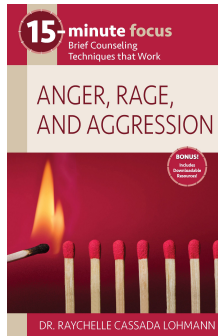
Yes___ No___ *Have I made an effort to learn some of the language of those in my community who may speak something other than standard English?*

After completing this commitment, review the areas in which you said no. In those areas, consider how you can recommit yourself to that statement or area of concern. Can you commit yourself to practicing anti-racist actions? Who can you identify as allies to help you commit to more anti-race, bias, and privilege awareness?

15-minute focus

Brief Counseling Techniques that Work

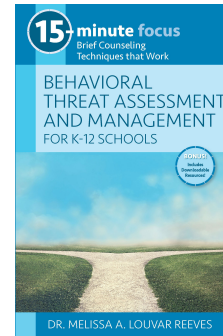
Other titles in this series



ANGER, RAGE, AND AGGRESSION

Dr. Raychelle Cassada Lohmann

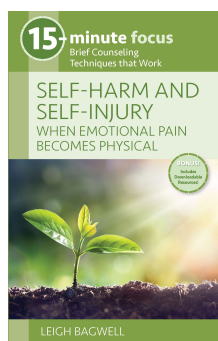
This book will help counselors and educators better understand the scope of anger, rage, and aggression but, most importantly, support them in helping students learn effective ways to manage anger, rage, and aggression.



BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT for K-12 Schools

Dr. Melissa A. Louvar Reeves

In this book, Louvar Reeves explains the interrelated factors that play a role in a person's decision to plan and carry out an act of violence. Learn about the role of BTAM in managing troubling behaviors, mitigating risk, and directing students onto more positive pathways.

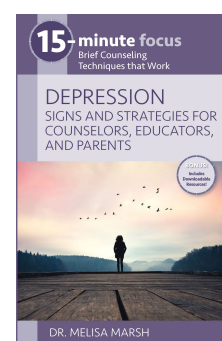


SELF-HARM AND SELF-INJURY When Emotional Pain Becomes Physical

Dr. Leigh Bagwell

Bagwell offers an in-depth look at the who, what, and why of self-harm; more accurately called nonsuicidal self-injury (NSSI).

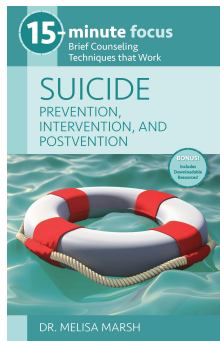
This book features stories from students as they explain NSSI from their experiences, giving adults an inside look into the lives of those who struggle with this behavior.



DEPRESSION Signs and Strategies for Counselors, Educators, and Parents

Dr. Melisa Marsh

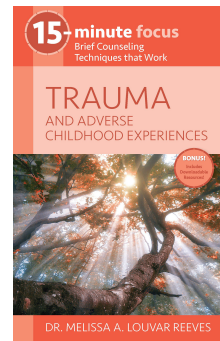
In this book, Marsh provides a comprehensive look at depression and its effects on children and teenagers. This book will equip counselors, educators, and family members with a detailed understanding of depression and offer tools for intervention so no student or peer goes unnoticed in their struggle.



SUICIDE **Prevention, Intervention, and Postvention**

Dr. Melissa Marsh

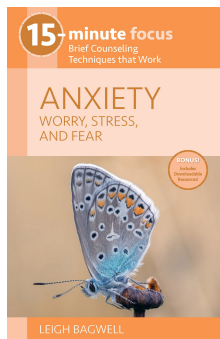
In this book, Marsh unpacks the stigma and data associated with suicide, and provides school counselors, educators, and administrators with ways to implement a suicide-safer community.



TRAUMA **and Adverse Childhood Experiences**

Dr. Melissa A. Louvar Reeves

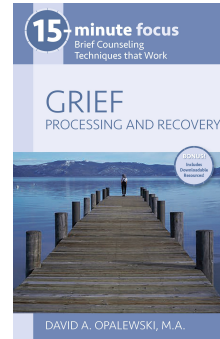
In this book, Reeves explains trauma and the overlap with anxiety, and provides understanding for behaviors associated with trauma and why they occur, along with a variety of strategies for school mental health professionals, educators, and administrators.



ANXIETY **Worry, Stress, and Fear**

Dr. Leigh Bagwell

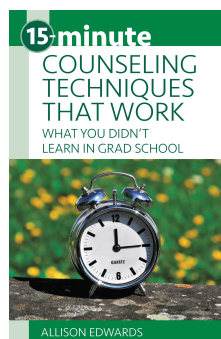
In this book, Bagwell explains the physiological progression from a trigger to a full-blown anxiety attack, and provides a variety of prevention and intervention strategies for school counselors, educators, and administrators.



GRIEF **Processing and Recovery**

David A. Opalewski, M.A.

In this book, Opalewski gives schools a guide for addressing the death of a student or staff member, including what to say and what not to say to students along with helpful communication and intervention strategies for school counselors, educators, and administrators.



15-Minute Counseling Techniques that Work **What You Didn't Learn in Grad School**

Allison Edwards

Children come to us with a variety of problems, searching for answers. While these solutions may work temporarily, we really never help children until we give them tools—or techniques—to manage thoughts and feelings on their own. The techniques in this book will help children feel empowered to face everyday challenges and equipped to manage their stress and emotions.