Unit 1
INTRODUCTION
## Unit 1
### WORKSHOP AGENDA

<table>
<thead>
<tr>
<th>UNIT</th>
<th>PURPOSE</th>
<th>CONTENT</th>
<th>TIME</th>
<th>MATERIALS</th>
</tr>
</thead>
</table>
| 1 Introduction | Prepare participants | Agenda  
Objectives  
Norms  
Expectations  
Terminology | 15 min | Expectations and Commitments handout |
| 2 The Social Justice Standards | Provide a baseline understanding of the Social Justice Standards | Origin  
Structure  
Pedagogical Uses | 60 min | Sorting Strips handout  
Social Justice Anchor Standards handout  
Grade-level Outcomes and Scenarios handout |
| 3 Going Deeper | Explore the anti-bias concepts that underpin the Social Justice Standards | Prejudice Reduction  
Collective Action | 45 min | N/A |
| 4 Supporting Materials | Review materials TT provides to support IDJA | TT Resources  
Exemplars | 45 min | Essential Questions handout  
Teaching MLK With the Social Justice Standards handout  
Teach Identity and Diversity—Even in Science Class handout |
| 5 Application | Create an Social Justice Standards integration plan | Content-area Group Work | 35 min | Goals for Implementing the Social Justice Standards handout |
| 6 Closing | Recap and reflect | Q&A  
Review  
Goal Setting  
Evaluations | 30 min | Goals for Implementing the Social Justice Standards at Your School handout  
Professional Development Evaluation handout |
Unit 1

WORKSHOP OBJECTIVES

- Participants will be able to explain the goals of anti-bias education and how the Social Justice Standards support those goals.
- Participants will understand how the Social Justice Standards encompass the goals of prejudice reduction and collective action.
- Participants will learn to integrate the Social Justice Standards into existing classroom and school climate materials.
Write one or more group norms that will help the workshop feel safe, inclusive and productive.
Write down your expectations for this workshop, and record what you will do to help realize these expectations.
ANTI-BIAS EDUCATION

“Anti-bias education is an approach to teaching and learning designed to increase understanding of differences and their value to a respectful and civil society and to actively challenge bias, stereotyping and all forms of discrimination in schools and communities. It incorporates inclusive curriculum that reflects diverse experiences and perspectives, instructional methods that advance all students’ learning, and strategies to create and sustain safe, inclusive and respectful learning communities.”

Anti-Defamation League
Unit 2

4 GOALS = 4 ANTI-BIAS DOMAINS

IDENTITY
Each child will demonstrate self-awareness, confidence, family pride and positive social identities.

DIVERSITY
Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.

JUSTICE
Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

ACTION
Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.
SORTING STRIPS ACTIVITY

Sort the 20 anchor standards into their respective anti-bias domains: Identity, Diversity, Justice and Action.
Unit 2
20 SOCIAL JUSTICE STANDARDS

IDENTITY
1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people’s multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY
6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE
11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION
16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
## 3-5 Grade Level Outcomes and Scenarios

<table>
<thead>
<tr>
<th>ANCHOR STANDARD</th>
<th>CODE</th>
<th>GRADE LEVEL OUTCOME</th>
<th>ANTI-BIAS SCENARIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity 1</td>
<td>ID.3-5.1</td>
<td>I know and like who I am and can talk about my family and myself and describe our various group identities.</td>
<td>Omar’s mother is serving as a chaperone on her son’s field trip. On the bus ride, the teacher, Ms. Robin, overhears a conversation between Omar and Peter. “What is your mother wearing on her head?” Peter asks. “It’s called a hijab,” Omar replies. “Many Muslim women wear them.” “Why does she wear it?” “Our religion teaches us that the hijab is a way of being humble and modest. Muslim women wear it to show they love God.”</td>
</tr>
<tr>
<td>Identity 2</td>
<td>ID.3-5.2</td>
<td>I know about my family history and culture and about current and past contributions of people in my main identity groups.</td>
<td></td>
</tr>
<tr>
<td>Identity 3</td>
<td>ID.3-5.3</td>
<td>I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.</td>
<td></td>
</tr>
<tr>
<td>Identity 4</td>
<td>ID.3-5.4</td>
<td>I can feel good about my identity without making someone else feel badly about who they are.</td>
<td></td>
</tr>
<tr>
<td>Identity 5</td>
<td>ID.3-5.5</td>
<td>I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.</td>
<td></td>
</tr>
<tr>
<td>Diversity 6</td>
<td>DI.3-5.6</td>
<td>I like knowing people who are like me and different from me, and I treat each person with respect.</td>
<td>Ms. Ramirez has divided her class into small groups for a mapping activity. As the students are gathering to begin work, she overhears one student, Joao, tell the others that he doesn’t want Jonah, a classmate who uses a wheelchair, in his group. Just as Ms. Ramirez is about to intervene and facilitate a discussion with Joao and the rest of the group, she hears another student say, “Joao, Jonah has a lot to share with our group. It’s important for us to all work together. You shouldn’t think that his physical disability makes him a less important member of our group.”</td>
</tr>
<tr>
<td>Diversity 7</td>
<td>DI.3-5.7</td>
<td>I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.</td>
<td></td>
</tr>
<tr>
<td>Diversity 8</td>
<td>DI.3-5.8</td>
<td>I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.</td>
<td></td>
</tr>
<tr>
<td>Diversity 9</td>
<td>DI.3-5.9</td>
<td>I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</td>
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Unit 2
CROSSWALK ACTIVITY

Choose an anchor standard that interests you from your group’s domain. Cross-walk it through K–2, 3–5, 6–8, and 9–12.

What is similar or different across grade-level outcomes? What changes do you see? How is each a foundation for the next?
Discuss with your group.
Unit 2
CLOSING
“Without truly valuing diversity, we cannot effectively address issues of injustice. Without addressing issues of injustice, we cannot truly value diversity.”
Unit 3

TERMINOLOGY

**INGROUP**
The “ingroup” is the group that a person psychologically identifies with. In certain contexts, the ingroup may also be a socially dominant identity group, but in others it may not.

**OUTGROUP**
The “outgroup” is the group with which a person does not psychologically identify. In certain contexts, the outgroup may also be a socially marginalized identity group, but in others it may not.
PREJUDICE REDUCTION

“The term ‘prejudice’ refers to stereotypes which lead parties to view their opponents as threatening adversaries who are inherently inferior or are actively pursuing immoral objectives. ... Prejudice reduction refers to a collection of techniques designed to break down these destructive stereotypes.”

*Conflict Research Consortium, University of Colorado*

COLLECTIVE ACTION

The term “collective action” refers to the coordinated work of a traditionally marginalized or oppressed group banding together to demand justice and equality.

*Teaching Tolerance*
Unit 3
PREJUDICE REDUCTION AND COLLECTIVE ACTION

ID JA
Prejudice Reduction Collective Action
Unit 3

PREJUDICE REDUCTION VS. COLLECTIVE ACTION

PREJUDICE REDUCTION

- seeks to minimize conflict
- generally focuses on changing the attitudes and behaviors of an ingroup
- individual identities don’t stand out
- group boundaries are permeable

COLLECTIVE ACTION

- directly challenges inequality
- focusing on improving conditions for traditionally marginalized or oppressed groups
- individual identities do stand out
- group boundaries are impermeable

In today’s diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action.
Unit 3

WHAT COULD PREJUDICE REDUCTION AND COLLECTIVE ACTION LOOK LIKE IN YOUR CLASSROOM?
Unit 3

TURN AND TALK ACTIVITY

How is the #MeToo movement demonstrative of collective action? How does category membership matter here?

What prejudice reduction work is necessary to address the #MeToo movement?
Unit 4
SUPPORTING MATERIALS
What is it?

Based on the four domains of the Social Justice Standards (Identity, Diversity, Justice and Action), our Learning Plan Builder allows you to select meaningful student texts, choose how you’ll teach them and how you’ll assess student learning.
"From the Family Bible of William White Griffin"

The list gives the names, birth mothers and dates of birth of 16- or 17-enslaved children. Included are dates of baptism for two of the children.

GRADE LEVEL: 6-8, 9-11 UNKNOWN
TOPIC: SLAVERY, RELIGION, CLASS SUBJECT: HISTORY SOCIAL JUSTICE DOMAIN: IDENTITY

"It's Time to Pick Up Where Dr. King Left Off"

Michael Dunn, a white male, shot and killed Jordan Davis, an unarmed African-American male, while Davis was in a parked vehicle at a gas station. This segment from 3:12 Minutes, Ten Bullets profiles

VISUAL

Iesha Evans

Protesting the death of Alton Sterling and the Baton Rouge Police Department’s response for Black Lives
Unit 4

ESSENTIAL QUESTIONS

IDENTITY PERSPECTIVE
How does my race influence who I am?

DIVERSITY PERSPECTIVE
How are my experiences similar to and different from people from other racial backgrounds?

JUSTICE PERSPECTIVE
What kinds of bias and privilege do individuals and groups experience because of their race?

ACTION PERSPECTIVE
What can we do to address racial prejudice and to advocate for racial justice?
Unit 4

TEACHING TOLERANCE

LESSONS

IDENTITY

Justice

Diversity

Action
Unit 4

20 FACE-TO-FACE ADVISORIES

Fun Activities for Anti-Bias Education
Unit 4
SOCIAL JUSTICE STANDARDS
BULLETIN BOARD
Teaching MLK With the Social Justice Standards

Too often, lesson plans surrounding Dr. Martin Luther King Jr’s legacy fail to move beyond “I Have a Dream.” These classroom suggestions acknowledge the depth and complexity of the movement he helped to lead.

January 10, 2017
By Lauren MacIntosh

Editor’s note: Several very useful readings from the Perspectives text library are included in this article. You can also find more suggestions for a meaningful MLK Day here.
Teach Identity and Diversity—Even in Science Class

As Earth Day approaches, it’s a good time to think about how you approach issues of identity and diversity when it comes to the environment—regardless of the subject you teach. Here’s how one science teacher did it.

April 17, 2017  By Chris Weldon

We were having a classroom discussion when things got really interesting. A student, almost out of nowhere, mentioned that five people had been shot in our city over the weekend. As the facilitator of the discussion, I decided to connect his comments to our conversation, “Is violence natural?” I asked. This question sparked a deep dialogue about how weapons and anger relate to our views of the place people have in nature. We had
Unit 4

SOCIAL JUSTICE STANDARDS WORK WITH ALL CONTENT

- MATH AND TECHNOLOGY
- SCIENCE AND HEALTH
- SOCIAL STUDIES
- ART
- READING AND LANGUAGE ARTS
Unit 4

ESSENTIAL QUESTIONS

IDENTITY PERSPECTIVE

- How does my race influence who I am?
- How do we each take responsibility for our community?
- From where do I get clean water?
- From where have your ideas about nature come?
- How am I a citizen scientist?
Unit 4

ESSENTIAL QUESTIONS

DIVERSITY PERSPECTIVE

- How are my experiences similar to and different from those of people from other racial backgrounds?
- How do people in different jobs, in the past and present, affect the way we live?
- How do communities other than my community access clean water?
- Why might different cultures have differing views of nature?
- How are Mexican and American cultures influenced by Monarch butterflies?
Unit 4

ESSENTIAL QUESTIONS

JUSTICE PERSPECTIVE

- What kinds of bias and privilege do individuals and groups experience because of their race?
- Why have people not been able to get the jobs they have wanted?
- What enhances or prohibits access to clean water?
- What is the role of bias and prejudice in our understanding of nature?
- How do laws help or hurt Monarchs?
Unit 4

ESSENTIAL QUESTIONS

ACTION PERSPECTIVE

- What can we do to address racial prejudice and to advocate for racial justice?
- How can we allocate classroom jobs to make sure everyone is treated fairly?
- What can we do to address universal access to clean water?
- How do we fight ecological imperialism?
- What can I do to increase the Monarch population?
Unit 4
SOCIAL JUSTICE
STANDARDS IN USE

The goal is to honor consensus process when reviewing/developing curriculum and in the selection of instructional materials. The adoption committees must strive to collect objective data for use in making the ultimate decision.

Consensus is a mindset as well as a process. Authentic consensus requires that team members are more concerned about community and less concerned about power. Authentic consensus requires that team members are more focused on successful team productivity and less focused on individual credit. Consensus demands mature behavior on the part of all team members. The leader must give sponsorship to the consensus process by holding self and others accountable for open, honest participation. (Hoffman and Ness, Vista Associates, 1998)

We must:
- Select materials that address:
  - Programs 2 and 3
  - Program 4 and 5 for intervention are being addressed through other committees
  - Culturally responsive instruction
  - Blended learning with dynamic technology features

[Table of Wisconsin State Social Studies Standards and Social Justice Standards]
Unit 5
APPLICATION
Unit 5

GOALS FOR IMPLEMENTING THE SOCIAL JUSTICE STANDARDS
Unit 6

CLOSING
Unit 6
RECAP

- Anti-bias Domains (IDJA)
- Social Justice Standards
- Grade-level Outcomes
- Prejudice Reduction and Collective Action
- Supporting Teaching Tolerance Resources