

Host/Guest Assignment → Chapter 3

Play Season 1 Episode 8 of *Think Indigenous*. Start at 6:38 and end at 8:24

- Do we have the right to define who others are?
- The system allows to define who we are.
- We need to break the rules, use the system to break rules, use comfortability to disrupt the system

1. Creating Classrooms for Equity & Social Justice p. 157-162

- a. “live part of their dreams within their educational space.” *Be critical* is such a bold statement that I believe is so important to a socially justice classroom and learning environment. If students do not have the ability to think critically and construct their own ideas, they fall into societies pre-determined norms. How can we provide a space for students to think critically? **In what ways can we as teachers push our students to think critically?** What does thinking critically mean to you? **On the flip side, how can we be critical teachers?** In the book it talks about critical teaching is far more effective than grades or tests scores. On top of this, it suggests that critical teaching requires vision, support, and resources, not magic. “Critical teaching requires that we admit we don’t know it all.” Being able to show your vulnerabilities with your students, will allow them to show you theirs.

On pg. 159, the book talks about multicultural, anti-racist and pro-justice. It states, “a social justice curriculum must strive to include the lives of all those in our society, especially the marginalized and dominated. We need to engage all students. **We can show students how to “talk back” or be critical of their surroundings.** Connecting this to the podcast, we start to believe the system in which we are living in is creating for us. But we need to respond, question and fight the system. By allowing our students to talk back and question the narrative, we are then representing everyone. The text discusses many areas of curriculum that is important to be implemented when thinking of teaching for social justice. **When you think of teaching for social justice, what are a few components that you feel are important to incorporate and maybe important to leave out?**

One way we can show this is the activity we did. Show a book that represents who we are, and one that suppresses or makes fun of another person. For example, you can have students gather articles that may only be targeted to a certain group of people. Magazines, movies, tv shows, media, posters, articles, books.

2. Curriculum is Everything that Happens p. 163-168

For a lot of teachers, having the ideal student is a dream. What does this ideal student look like to you? What is the “good” student? By only focusing on the students that know how to do school, that have acclimated to the culture of school, you are limiting every other student in that class. **“Curriculum is everything that happens.”** Bottom of page 165. HUGE ah-ha moment for me. “If they feel disrespected or neglected in school, they’re learning from that too. But they’re not necessarily learning the curriculum you think you’re teaching them.” By adhering to the “good” student, there is neglect from the not so good student. They are learning what they think their

place is in society. They are allowing for society to write their own story for them. That is what they are learning. And as educators we need to identify these stories that have been told to our students and help them reshape this story. Besides the written curriculum, what do you want your curriculum to be? What are you willing to do to achieve this? **How might your concept of the “good student” help or hinder your ability to teach for social justice?**

3. Teaching Controversial Content p. 199-205

- a. As new teachers, we may face many feelings, from overwhelmed to beyond inspired to questioning our ability to the point where we start asking ourselves, “can I really do this?” I think this chapter really helps in acknowledging these feelings are OK. Not only this, but it discusses many ways in which we can overcome these feelings to teach for social justice successfully. One major connection I made to this text was when the author mentioned how they were looking for validation on what they were teaching. “Waiting for someone else to give me permission or authority to teach the way I wanted to was not necessary.” Yes, yes and yes. I think I do this with a lot of things in my life, not just teaching and it is such a great lesson to be aware of. **What are some methods mentioned in the text to help counteract the feelings of uncertainty that stood out to you? If not any, is there a different method you have used or planned to use in the future?**
 - i. Informing your principal and parents of the controversial issues you are talking about
 - ii. Teach first, answer questions later
 - iii. Seeking permission/validation
 - iv. Research what other teachers have done in their classrooms
 - v. Previewing materials before using them in your classroom
 - vi. Notify students that your teaching style may be different from what they have experienced.
 - vii. Teaching through literacy! Loved how the educator found different ways to incorporate controversial topics such as using literacy, long-term conversations, bringing up topics everyday in regular classroom discussions

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7 ways to be a GOOD STUDENT

- 1) Make sure you study!
- 2) Pay attention in class
- 3) Finish assignments on time
- 4) Listen to your teacher
- 5) Ask for help
- 6) RESPECT your classmates
- 7) Always try your best

