

## Social Justice, Anti-Bias + Social & Emotional Learning



Liz Kleinrock  
Teach and Transform Founder

### Pre-Ice Breaker

- What is your most notorious UNPOPULAR opinion?

### Objectives

- Participants will leave with concrete practices for implementing and developing SEL practices with a culturally responsive and social justice lens.
- Participants will identify initial steps to take in developing concrete SEL and SJ practices in schools.
- Participants will explore the correlation between SEL and social justice practices.
- Participants will identify first steps towards building SEL programs, and reflect upon strategies to integrate social justice into established practices.

### About

- Korean-born, transracial, Jewish adoptee
- Washington DC-bred
- Layovers in St. Louis and Oakland
- 2 term AmeriCorps corps member
- Current 4th grade teacher at CWC Silver Lake
  - Taught 1st-5th grades over the past 7 years
- Serve on CWC's committee to develop Diversity, Equity, and Inclusion
- Horror movie enthusiast & breakfast food connoisseur



### Ice Breaker

- How did the family/community in which you grew up define "success?"
- How do you now define "success"?

### Overview of CWC Los Angeles

- Rapidly growing charter network with 3 schools serving 1,900 students
  - CWC Silver Lake: 600 elementary school and 200 middle school
- Diverse by design school model - representing the diversity of LA
- Constructivist pedagogical approach
- Deep focus on SEL and diversity, equity and inclusion

### Why Social Justice and SEL in Elementary Schools?

- Social and emotional learning cannot and does not exist without a social justice lens.
- In order to educate students holistically, schools must view their students holistically, which includes their lives, families, cultures, experiences, AND systems of power and oppression under which our students live.
- In order to support staff and teachers in implementing SEL, school leadership must create opportunities for staff to reflect, engage and reflect on their lives, families, cultures, experiences, AND systems of power, oppression, and privilege under which they live.

*\*I.e. You cannot claim to cultivate a sense of "responsibility" in students if you penalize a child for not doing their homework while failing to recognize that the same child acts as a caregiver for siblings.*

### Why Social Justice and SEL in Elementary Schools?

- Social Justice is neither an "either/or" options for schools, nor is it an "add on" to preexisting curriculum.
- Social justice and culturally responsive practices are a LENS through which you teach.
- Ideally, this does not cost money or the purchase of curriculum, but requires time and intentionality on behalf of school leaders and educators.

### What is Social Justice?

### What is Social Justice in schools?

### Creating a normed definition and vision

#### Personal:

"Working towards social justice means disrupting the system so we no longer have success predictors in schools based on race, ethnicity, income, language, ableness, gender, sexual orientation, religion, or zip code."

#### With students in schools:

"In a community, people using their voices, power, and privileges to make sure that everyone has equal rights, equal opportunities, equal access to resources, and is treated fairly."

### Social Justice and SEL

How are social justice and SEL connected?

Follow the ABC's\*:

- A) Affirm Identity (who is visible?)
- B) Build Community (shared responsibility)
- C) Cultivate Leadership (empowerment)



*What happens when you do not see yourself reflected in your own community?*

\*Tatum, Beverly Daniel. "Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race." New York: Basic Books, 1997. P. 210-216.

### Steps (staff steps should mirror student steps)

- **Survey Staff and Student Culture**
  - a) People in our community feel respected for their differences.
  - b) Do you feel like your voice matters?
  - c) Are you represented in your school community?
  - d) Do you have the same opportunities as others?
- **What are the areas of greatest need for your school?**
  - o Educator support?
  - o Trainings for school leadership?
  - o Family involvement?
- **Survey your school community:**
  - o What is the dominant culture?
  - o How does the dominant culture impact how we interact with students and families?

**Socially Constructed**

People  
Communities  
Communication

An idea created and developed by people through culture, tradition and practice. It might seem obvious & natural because we're used to it, and don't question it.

Examples: Race, gender

### Clearly Identify Theme/s

- Don't overload your objective/s.
- Focus on an area for growth.
- Pre-test to measure where students are.
  - o Begin with one class per grade level
- Post test to measure growth.
- Share results with staff and community members.
- Implement with multiple classes/grade levels through lesson study to identify effective practices and challenges

### Cultural Dominance

ing." These similarities in interests, and playing an active role in their developing their educational interests, and playing an active role in their schooling. Similarly, parenting guidelines typically stress the importance of reasoning with children and teaching them to solve problems through negotiation rather than with physical force. Because these guidelines are so generally accepted, and because they focus on a set of practices concerning how parents should raise children, they form a *dominant set of cultural repertoires* about how children should be raised. This widespread agreement among professionals about the broad principles for child rearing permeates our society. A small number of experts thus potentially shape the behavior of a large number of parents.

Professionals' advice regarding the best way to raise children has changed regularly over the last two centuries. From strong opinions physical punishment (with dire warnings of problematic outcomes should parents *indulge* children), there have been shifts in the generally accepted recommendations of

Whose expectations are our students following or conforming to, and why?

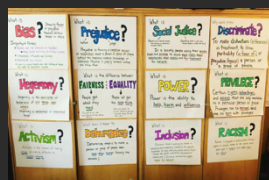
When we consider "holistically" educating our students, are we "holistically" taking all of their cultures, beliefs, and experiences into account?

### Social Justice and SEL at CWCSL

representation is vital otherwise the butterfly surrounded by a group of moths unable to see itself will keep trying to become the moth

- representation

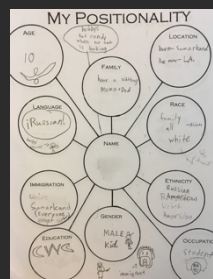
### Social Justice at CWCSL



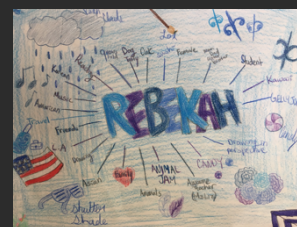
**Social Justice Survey**

1. What is social justice? What do you think it means?  
- Life... Justice for everyone take.
2. What is race?  
- Who has the most power and money? Who has the most power and money? Who has the most power and money?
3. What is racism?  
- When someone says or calls someone else a racist name.
4. What is a stereotype? Can you give an example?  
- I know I just forgot though.
5. What does it mean for something to be "racist"?  
- When someone says or calls someone else a racist name.
6. What does it mean for something to be "racist"?  
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7. What does it mean for something to be "racist"?  
- When someone says or calls someone else a racist name.
8. What does it mean for something to be "racist"?  
- When someone says or calls someone else a racist name.
9. What is an activist? What are things that activists do?  
- I do.
10. What does it mean to be an ally or an advocate?  
- I do.

### MY POSITIONALITY



### Social Justice at CWCSL





## Social Justice at CWCSL

### "Visible Thinking" Jigsaw using MLK's "Letter from Birmingham Jail"

CCSS.ELA.LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA.LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA.LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA.LITERACY.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

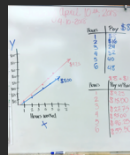
WORD	PHRASE	SENTENCE
Justice	"He is a man that we may call a man of justice."	"I had had that the whole world would not understand what I was saying."
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## Social Justice at CWCSL

### Cost of Living Math Project

CCSS.MATH.CONTENT.4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

CCSS.MATH.CONTENT.4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted.



Part 5: Impact of Pay

Observe the difference between your original income, and your income with a \$1.50/hour raise

Original Pay: \$160.00

How much money would you make in 1 week (20 work days) with your original pay? \$700.00

How much money would you make in 1 month (20 work days) with your original pay? \$2,800.00

Pay Raise: \$1.50

How much money would you make in 1 week (20 work days) with your new pay? \$171.00

How much money would you make in 1 month (20 work days) with your new pay? \$2,820.00

## Social Justice at CWCSL

### Financial Literacy Math Project

CCSS.MATH.CONTENT.4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted.

What is a business?

A person or group that creates and sells products or services to make money.

Examples:

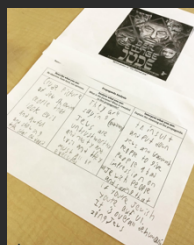
- Starbucks — coffee (product)
- Supercuts — haircuts (service)

Revenue: money that a company earns by selling a product or service.

Expenses: costs associated by running a business.

Profit: money earned by a business AFTER expenses are paid.

## Social Justice & SEL at CWC



<p><b>What is 'peer pressure'?</b></p> <ul style="list-style-type: none"> <li>When a lot of people or friends are doing something, you feel "pressure" to do it too.</li> <li>The need to do something to fit in.</li> <li>Similar to a "Dance Floor".</li> <li>Being influenced by others.</li> </ul>	<p><b>What are some examples of "peer pressure"?</b></p> <ul style="list-style-type: none"> <li>Feeling like you need to play a game you don't like just because your friends like it.</li> <li>Following others rather than doing "your thing".</li> <li>"Trying to keep up with the crowd."</li> <li>Making sure people don't like they think you are "cool".</li> <li>Excluding or leaving someone out just because they are different.</li> <li>Having to choose sides.</li> </ul>
<p><b>Where can peer/social pressure come from?</b></p> <ul style="list-style-type: none"> <li>Friends &amp; Family</li> <li>Media</li> <li>TV</li> <li>Music</li> <li>Social Media</li> <li>Classmates / In-Group (You are part of it)</li> <li>Peers</li> <li>Teachers</li> <li>People with power.</li> </ul>	<p><b>Why is peer/social pressure hard to resist?</b></p> <ul style="list-style-type: none"> <li>It's hard to go against your friends or people you like.</li> <li>Desire to fit in.</li> <li>Fear of the consequences if you don't go along.</li> <li>Wanting to be "cool".</li> <li>Fear of losing relationships with others.</li> <li>Sometimes it's hard to see to go along with others.</li> <li>The need to belong.</li> </ul>

## Social Justice at CWCSL

Create ample space and opportunity for authentic student reflection.

"What is an example of a privilege you have? How is it a privilege, and were you born with it, or did you earn it?"

Some privileges I have are going to school and having enough money to sustain my family and having a working body and have both of my parents alive and not being discriminated by what color skin I was born with. I finally notice that I am very lucky to be who I am and all of these privileges I was born with.

## Social Justice at CWCSL

Create ample space and opportunity for authentic student reflection.

After learning about race in this unit, what questions do you still have about race and identity?

The lessons about race and racism this year made me think about how I'm bi-racial and I have two races. I have also thought about how the two races I have are two completely different races.

This made me wonder, why are Asian people called YELLOW? Another thing I wonder about my race is why are Asian people called ASIAN? Some things learned about my race.

Well I kind of wonder why we learn about my race is it just like it is not possible I'm not mixed I'm just curious. So that is why I wonder.

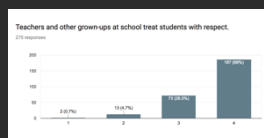
## SEL and Social Justice in Lower Elementary

- What are the FOUNDATIONS of broad social justice topics?
  - Punishment, consequences, fairness → Incarceration
  - Citizenship, community, immigration → DACA
  - Differences (internal and external) → Race
  - Fairness, equality → Discrimination, racism
  - Rights, laws → Government, equal protections
  - Stereotypes → Bias, Prejudice
  - Comparing and contrasting communities and resources → Equity, access to resources
  - Real-world experience with money → Financial literacy
  - Sharing → Inclusion
  - Family structure → LGBTQ



## Data Collection

- BOY and EOY surveys
- Student culture surveys
- Staff surveys
- SEL rubrics



1. What is social justice? What do you think it means?  
Justice that is given in fairness for justice.

2. What is race?  
One's like your background like skin color, hair, eye color, etc. (ethnicity is different)

3. What is racism?  
When people use their power and force to keep one race or group better.

4. What is a stereotype? Can you give an example?  
A stereotype is something people say that kind of describes them, but maybe it isn't right.

5. What does it mean for something to be "equal"?  
It's the same.

6. What does it mean for something to be fair?  
Someone gets what they need.

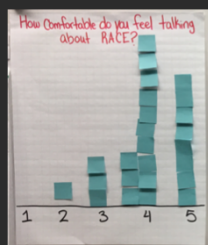
7. What does it mean to have rights?  
To have rights means to be able to have things that are good for you to have.

8. What is diversity? What is an example of diversity?  
Everyone is different, diversity is differences.

9. What is an activist? What are things that activists do?  
Activists help people who are being treated unfairly.

10. What does it mean to be a supporter or an advocate?  
An upstander is someone who stands up to people who hurt others.

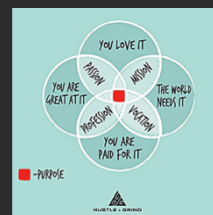
## Family Participation (transparency is key!)



## Self Care

- Be kind to yourself.
- While this work is urgent, act with intentionality and patience.
- Start by choosing one topic you can execute well, rather than a multitude that miss the mark.
- Pick a passion or area of need, and develop your own voice in teaching it.
- Consider the needs of your community

"Hope for the best, prepare for the worst."



Name one quality or characteristic you hope to instill in your school's students

## The Role of Leadership

Teacher Perspective:

- Aligned expectations
  - Differentiated support
  - Encourage authenticity
  - Courageousness
  - Fearless
  - Creative
  - Risk taking
- EVERYTHING YOU WANT YOUR STUDENTS TO BE!!!



### Close Out

What is something SEL or Social Justice related that you're excited to bring back to your classroom or school?

What is ONE actionable step you want to have in place at the start of the 2018-2019 school year?

### Resources

- Museum of Tolerance
  - Free trainings for educators (travel)
- Teaching Tolerance
  - Online trainings, webinars, curriculum, resources, lesson plans
- Facing History and Ourselves
  - Free curriculum and resources
  - Access to trainers and mentors
- Mindful Schools
  - Online trainings and certifications
- Rock Your World
  - Online curriculum for social action

#### Contact:

[elizabeth.kleinrock@cwcsilverlake.org](mailto:elizabeth.kleinrock@cwcsilverlake.org)

[www.teachandtransform.org](http://www.teachandtransform.org)

@teachandtransform

