Module 1: Understanding Race in Education
Unit 2: Effective Instruction
Session 2

Developing Critical Consciousness and Identity Salience

Overview of materials included in this session: *Consider printing handouts and articles to include in a folder for participants to easily access during the session.*	
Session articles: ● [Equity by Design: Developing Critical Consciousness through Professional Learning](#) (Rad and Macey; Accessed November 10, 2018)	**Session website links:** ● [The Ways: Great Lakes Native Culture and Language:](#) (The Ways, 2018; Accessed November 10, 2018)
Session videos: ● [The Ways: Waadookodaading Ojibwe Language Immersion School](#): (The Ways; Accessed November 10, 2018)	**Session handouts:** ● [PP Presentation With Space for Notes](#) ● [Handout 1](#) ● [Handout 2](#) ● [Journal Pages](#) To print all handouts and journal pages as one packet, click [here](#). (*Note: The PP Presentation will need to be printed separately*). *Activate prior learning with [Handout 3](#) from previous session.
Coaching Connections: [Critical Conscious Prompts](#): Slide 13 of this session contains a series of prompts asking participants to journal about an educational practice of their choice. A coach may observe other practices that would benefit from a similar reflection process, and these questions could be built into a coaching conversation.	

Course Content (Unit 2, Slides 11-17)	Facilitator's Guide (Total Time: ~ 1 hour)
Note: Activate prior knowledge by first reviewing Slide 9 from the previous session	
Slide 9: Activity Review: Reflecting on Identities in the Educational Environment Part 2 **Journal Reflection** (No Slide)	**Slide 9:** Activate prior knowledge by reviewing the activity from the previous session: Reflecting on Identities in the Educational Environment Part 2. (Handout 3 from previous session) (4 min) Invite participants to share responses to this activity with a partner or in small groups, reflecting on the benefits and drawbacks to having their/a teacher's identities be visible and invisible to students. Invite participants to think-pair-share: "How do you feel identities affect instructional decisions?" **Journal Reflection** (3 min) Invite participants to reflect on how they incorporated their learning from the previous session into their work. Participants may do so in a journal, on the Journal Pages handout for this session, or in the eCourse notebook if they are accessing the course online. Invite participants to share responses in pairs or as a small group.

Slide 11: Challenge for Educators

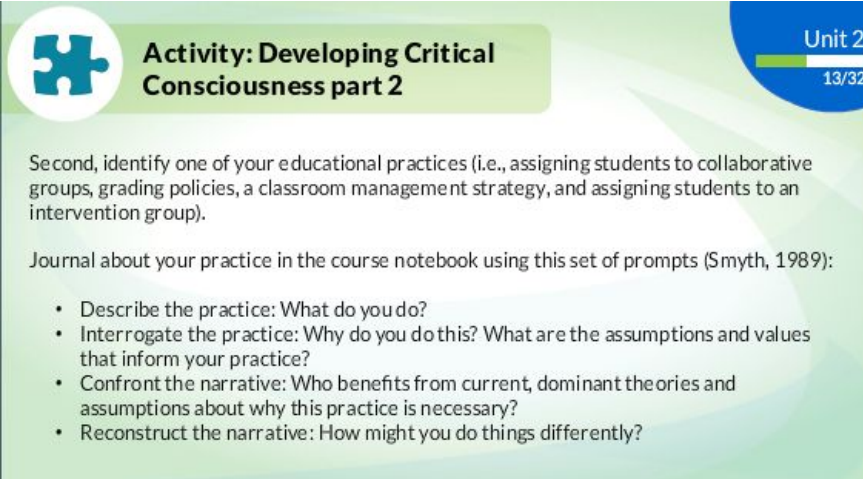**Slide 11:** Share one of the goals of this session is for us to be aware of our outward expression of our identities, and to understand how the expression may inadvertently include or exclude groups of students. One way to do this is to develop critical consciousness. (2 min)

Define *Critical Consciousness:* an active state of seeking to identify the beliefs and language that obscure systemic inequities.

Slide 12: Activity: Developing Critical Consciousness Part 1

Slide 12: Invite participants to read "Equity by Design: Developing Critical Consciousness through Professional Learning" by Sharon Radd and Erin M. Macey. (20 min.)

Invite participants to think-pair-share about something that resonated with them as they read.

Slide 13: Activity: Developing Critical Consciousness Part 2

Slide between 13 and 14: Identity Salience in Public Schools

Slide 13: <u>Activity:</u> Developing Critical Consciousness Part 2 (15-20 min)

Invite participants to complete the activity on developing critical consciousness by independently responding to the set of prompts on Slide 13. Participants may journal in their eCourse notebook, in a physical journal, or on Handout 1 of this session. Then, invite participants to discuss their responses with a partner or in small groups.

Slide between 13 and 14: Invite participants to revisit/share the definition of identity salience from the previous session. (1 min)

Identity Salience: the degree to which different identities are more or less important depending upon the context in which one finds oneself.

Slide 14: Identity Salience in Public Schools

Slide 14: Share sometimes identities are salient for people in a group because of social norms or narratives, cultural expectations, or histories. To highlight this, consider sharing the example from Slide 14 or another relevant example. (2 min)

Share that, in education, our history includes exclusion and segregation of U.S. children based on different identities such as race, ethnicity, and disability. As a result, these identities are salient in education.

Slide 15: Interactive Timeline

Slide 15: Review the interactive timeline on Slide 15, from exclusion to inclusive education. Invite participants to reflect on how identity salience shows up in education based on our history of exclusion and segregation, and based on different identities such as race, ethnicity, language acquisition, and disability . (3 min)

Slide 16: Video: Race and Identity: [The Ways]

Slide 16: Show video: [The Ways: Waadookodaading Ojibwe Language Immersion School]: (The Ways) (10 min) For many tribal communities, the salience of their racial and linguistic identities is high within the context of education. Share the information on Slide 16, and explain this video highlights how an Ojibwe immersion school connects learning to students' culture.

Invite participants to notice ways in which the Ojibwe immersion school connects learning to students' culture, and to share with a partner or in a small group after viewing the video.

Slide 17: Our Stories: Dr. Lisa Poupart

Slide 17: Share Dr. Lisa Poupart is an enrolled member of the Lac Du Flambeau Band of Lake Superior Anishinabe (Ojibwe) and is an associate professor at the UW-Green Bay. Share more information about her work from Slide 17, highlighting the importance of her work in healing intergenerational trauma stemming from internalized oppression. (2 min.)

Session Reflection (No Slide)	Session Reflection (3 min)
	Invite participants to reflect on this session and consider how they will incorporate their learning in their work moving forward. Consider inviting participants to complete Handout 2 from this session to do so, and to think-pair-share their responses. The reflection questions include: ● What have you learned from this session? ● How will you incorporate this learning into your work moving forward? ● What is one thing you can do tomorrow to incorporate this learning into your work? Encourage participants to share additional reflections from this session, previous sessions, in a journal, on the Journal Pages Handout for this session, or in the eCourse notebook if they are accessing the course online. Remind participants these learning outcomes are a part of an ongoing journey; and, as is true for all of this work, they require consistent, intentional attention. Consider inviting participants to share ways they will integrate their learning into their work as educators. Note: To continue to cultivate their growth as equitable educators, invite participants to check out the resources listed here. Consider sharing the next session of this unit, Session 3, will focus on stereotype threat.