



diversity_{edu}

Facilitator's Guide

Teacher Edition

An Inclusive Classroom



Learning Point

In an inclusive classroom, students benefit from the diversity of their peers' backgrounds and perspectives. They are more likely to engage in meaningful learning and develop skills for meeting moral, social, and intellectual challenges in the future.

Learning Domains

Affective: Collective efficacy; embedding the individual in a social network of inclusivity

Scope and Sequence

Participants consider their inclusive mission and vision for their classroom, including their definition of inclusion and the benefits they wish to see as a result of creating an inclusive classroom environment.

Activity Type

Discussion + Worksheets

Estimated Time

20 min

Materials

- [Mission-Experience Gap worksheet](#)
- [Inclusive Classroom Invitation worksheet](#)
- Craft materials like construction paper, glue, markers, and colored pencils

Prep Notes:

If scheduling permits, ask participants to come to the workshop with student responses of what they would like to see in a welcoming and respectful classroom. These student responses can be used to inform this activity.

Locate your school's mission statement before the session.

INSTRUCTIONS

1. The Mission-Experience Gap

Hand out the [Mission-Experience Gap worksheet](#). Ask participants to use the chart to compare their school's mission statement with their perceptions of their students' experience.

Discussion points: Do these comparisons suggest a mission-experience gap? Are there actions individuals could take to help close the gap?

2. You're Invited: Our Inclusive Classroom

Hand out the [Inclusive Classroom Invitation worksheet](#). Ask participants to fill out the worksheet and use craft materials to create their invitation to an inclusive classroom. If participants came with suggestions from their students (see prep note), prompt participants to use those suggestions in their worksheet answers and invitations. Afterwards, ask participants to share what they've created with the group and discuss.

Discussion points: What trends do you notice in the invitations shared? Are there any contrasting or contradictory ideas? Why is it important to articulate the value of diversity and inclusion, for yourself, and for your students?

Impact of Teacher Expectations



Learning Point

A large body of research shows that teachers have lower expectations for students of color and students from disadvantaged backgrounds, even when these students perform at the same level as their relatively advantaged peers.

Learning Domains

Affective: Awareness of biases; creation of a positive and safe learning environment in which students feel their voices are heard and valued

Behavioral: Ability to enact proactive behaviors

Scope and Sequence

Participants engage further with the concept of biased expectations of students, reflect on how biased expectations show up in their classroom, and brainstorm countering strategies.

Activity Type

Reading + Discussion + Handout activity

Estimated Time

40 min

Materials

- [Pygmalion Study handout](#)
- [Teacher Expectations worksheet](#)

Prep Notes:

Participants can either read the Pygmalion Study handout before or during the session

INSTRUCTIONS

1. Examining our Decisions

Ask participants to think about where they decided to sit in the room. If the session is virtual, ask participants to observe where they set up for the session. Ask them to jot down responses to the following: How conscious was your decision? How do your expectations inform your actions?

2. Pygmalion Study

Distribute the [Pygmalion Study](#) handout. Explain to participants that we know from the study that our expectations shape our treatment of students, which can serve to deepen existing inequities in the classroom and in society. Emphasize that most teachers likely have no ill intent toward students but that societal inequities lay the foundation for biased treatment. For this reason, striving for mutual support and responsibility will be more productive than shaming and blaming.

Discussion points: What are some ways you may form expectations about your students? For example, test scores, tracks, and a student's appearance or manner may impact your expectations. (You may bring up other examples like records, a student's reputation, how a student talks, student handwriting, and student friend groups.) How may your expectations about a student influence your classroom decisions, whether consciously or unconsciously?

3. Disrupting the Trend

Distribute the [Teacher Expectations worksheet](#). Have one participant fill in the first section of Step 1 and then hand it off to the next participant. Continue this until Step 1 of the worksheet is filled out. Ask a volunteer to read the worksheet out loud.

Next, pass the worksheet around the room again, but this time, ask participants to fill out Step 2 section by section. Participants can brainstorm answers in pairs if they'd like. Once the worksheet is filled out completely, ask another volunteer to read it out loud and pass it around.

Discussion points: What can we do to disrupt the trend of low expectations for disadvantaged students? (Some strategies you can suggest are being aware of vulnerable decision points and looking for opportunities to build trust with students.) What feelings come up when you consider the pygmalion effect playing out in your classroom? What actions are available to us when we operate from a place of shame and blame? What actions are available to us when we operate from a place of mutual support and responsibility?

The Influence of Unconscious Biases



studies show that discrimination in the classroom based on identity group membership is not a thing of the past.

It persists today, often in subtle and covert forms, starting as early as preschool.

discrimination is exacerbated by societal inequalities before a child even enters school.

Learning Point

Discrimination in the classroom based on identity group membership is not a thing of the past. It persists today, often in subtle and covert forms.

Learning Domains

Cognitive: Knowledge of differences/similarities

Affective: Awareness of biases

Behavioral: Ability to interact with diverse groups of people

Scope and Sequence

Participants examine how common myths and biases influence decision making in the classroom and discuss ways of countering the influence of bias.

Activity Type

Handouts + Discussion

Estimated Time

30 min

Materials

- [Student Quotes handout](#)
- [Myths about Students handout](#)

INSTRUCTIONS

1. Student Quotes

Distribute the [Student Quotes](#) and [Myths about Students](#) handouts. Ask participants to review them independently before starting the discussion.

Discussion points: What myths, stereotypes, and challenges from the Myths about Students handout do you see evident in the quotes? Do any students describe how teachers used microaffirmations or other forms of support? What does reading these first-hand accounts bring up for you as a teacher?

2. The Influence of Myths and Biases

Ask participants to break into small groups and discuss how the myths in the Myths about Students handout may impact students in three contexts:

- discipline and grades received by teachers,
- academic achievement and sense of self, and
- long-term relationship to school.

Encourage participants to discuss the implications of specific myths, rather than myths as a whole. Participants may also brainstorm what can be done to counter the influence of myths and biases in these contexts.

Myth of the Model Asian Student



Learning Point

One way to challenge our biases is to identify the stereotypes that underlie them.

Learning Domains

Behavioral: Ability to interact and problem-solve with a diverse group

Affective: Awareness of biases

Scope and Sequence

Participants analyze a common student myth not addressed in the course and brainstorm strategies for invalidating the myth in their classrooms.

Activity Type

Reading + Activity + Discussion

Estimated Time

40 min

Materials

- [Model Minority Myth article](#)
- Blank 8 x 11 sheets of paper, 2 per participant
- Scissors, colored pencils or markers, staplers

Prep Notes

- Participants can either read the Model Minority Myth handout before or during the session

INSTRUCTIONS

1. Unmasking the Myth

After participants have read and marked up the [Model Minority Myth](#) article, hand out two sheets of blank paper to each participant. Ask them to:

- Cut one of the sheets of paper into a large mask shape of their choosing, including eye and mouth holes.
- Staple the top of the mask to the top of the other sheet of paper so that the participant can flip back and forth between the mask and the full sheet of paper behind it.
- Have participants decorate their mask by drawing or writing about the model minority myth. They may use examples from the Model Minority Myth article. Examples include “economically successful,” “quiet,” and “high-achieving.”
- Then, on the full sheet of paper, direct participants to draw or write about the realities for Asian students. Again, they may use examples from the article. Examples include “skewed economic statistics” and “achievement is not racial.”

After 10 minutes, invite participants to share, first reviewing the elements of the myth on their mask, and then the realities for Asian students on the paper underneath the mask.

Discussion points: How does the model minority myth compare to the reality for Asian and Asian-American students? How does the article and this activity highlight the intersectional nature of identity?

2. Classroom Strategies

Ask participants to pick out one of the six strategies listed in the “Unmasking the Myth In Our Classrooms” section at the end of the article and write about how they might apply that strategy in their own classroom. After 10 minutes, invite participants to share with the group.

Discussion points: Why is it important to understand the impact of the model minority myth on students of all races and backgrounds? What beliefs about achievement and merit underlie the myth? How can we address the myth as it arises in our classrooms? How can we proactively discourage it before it arises?

Inclusive Classroom Invitation

1. How do you define inclusion for your classroom?

2. What benefits do you hope to see as a result of creating an inclusive classroom environment?

3. Use your answers above, and responses from your students if you have them, to create an invitation to your inclusive classroom. Use construction paper, glue, markers, and colored pencils to create your invitation.

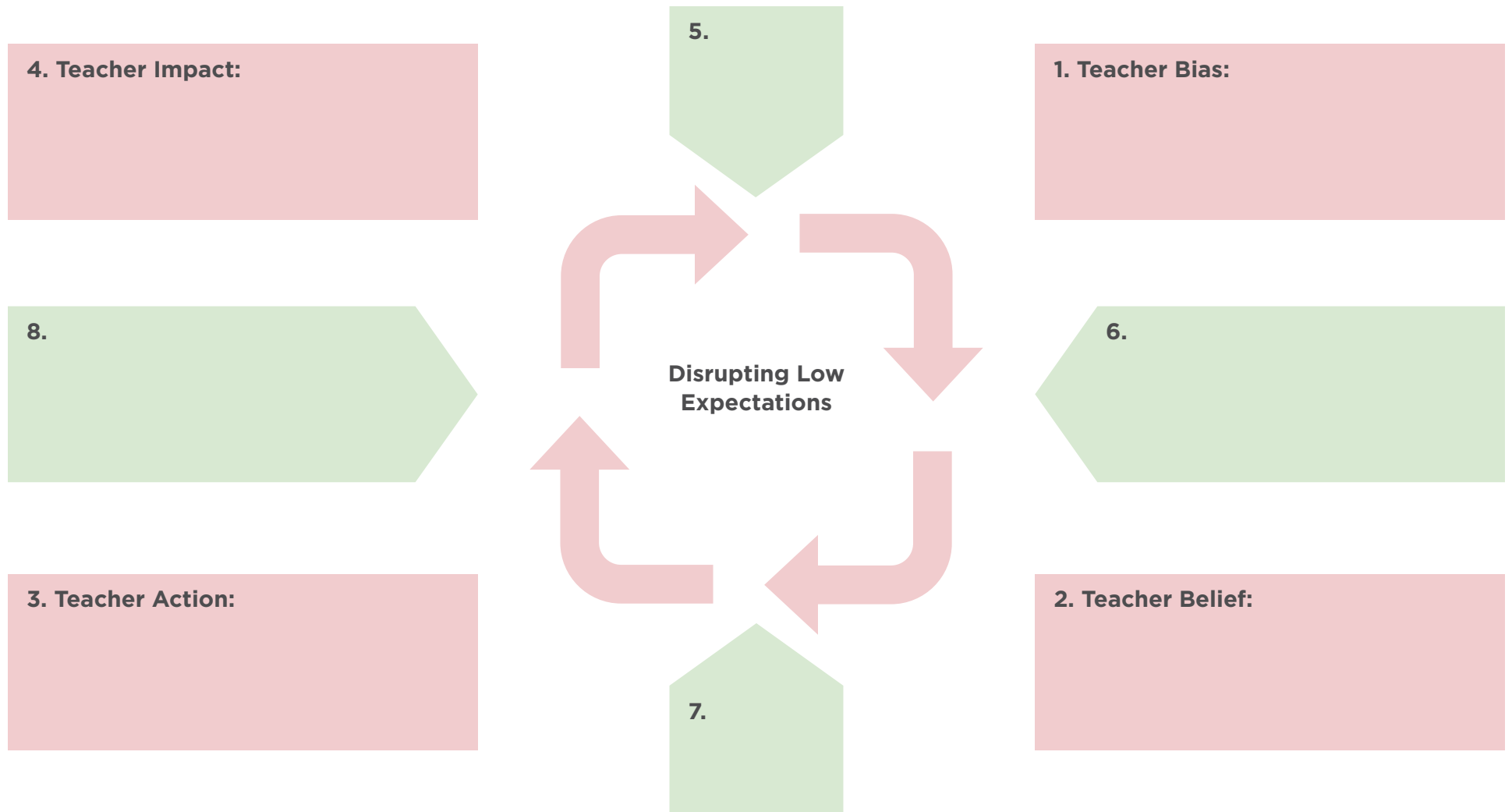
Some ideas of what to include are:

- D. What students can expect from you (I will address incidents of bias in our classroom, I will include materials from different cultures in my lesson plans, I will ensure all students have access to what they need in order to learn effectively, etc)
- E. What is expected of your students (We will use our peers' correct pronouns and names, we will show each other respect even when an aspect of someone's identity is unfamiliar to us, we will ask questions before we make assumptions about someone's identity, etc)
- F. Depictions showing how you envision your ideal classroom and what inclusion looks like in action
- G. Emotions, values, and learning outcomes you hope to see present in your inclusive classroom

Teacher Expectations

Step 1: Fill in sections 1-4 based on what you've learned about biased teacher expectations.

Step 2: Fill in sections 5-8 by brainstorming ways to disrupt the biased trend.



Students speak about their experiences in school

Read the following quotes from students sharing their experiences in school. What myths, stereotypes, and challenges from the Myths about Students handout do you see evident in the quotes? Do any students describe how teachers used microaffirmations or other forms of support? What does reading these first-hand accounts bring up for you as a teacher?

“...people automatically assume that I am involved in the sport...And I’m like, no, that’s not really true. I don’t play any sports. I’m actually in school doing STEM right now and I’m really passionate about that.”

“...they came and talked to us, “If you guys need to talk to anyone, or you want to talk about experiences or stuff like that, we’re always here” But yeah, they’ve been good at that.”

“They would take a school trip, it definitely made me feel bad that I couldn’t go. I definitely felt embarrassed, everyone would leave and the class would be empty. It was kind of embarrassing.”

“...instead of making assumptions or anything, she asked me questions because...she was trying to figure out like, “Why isn’t she participating more in class?” So she asked me questions and figured that out.”

“...I noticed that whenever I would try to share my opinion or voice an idea that I had, they would basically ignore me. And then someone else will say the exact same thing and they were just like, “Yeah, that’s a great idea.” So over time, I just stopped sharing my ideas...”

“...they always had me and the other person in my class take all the pictures for the promotional materials...That was the most token black kid experience I think I’ve ever had.”

“...when you have someone like that just respond in a very rude and condescending manner...It puts me in a spiral where I get really stressed or sad. It makes me not want to ask questions, you get scared to ask questions...”

“...I do recognize that there are some students who don’t have the same background who are still working just as hard but I do think that black students have to work harder just to be seen as equal. So I have a lot of mixed emotions about it.”