

WHERE AM I?

RACIAL EQUITY SEL CARDS

“Being oppressed means the absence of choices” ~bell hooks

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SO YOU WANT RACIAL EQUITY?



Looking to disrupt oppressive systems? Trying to create a more equitable world? Cool, you are in the right place. The thing is, you have work to do! We all have work to do to create a more equitable and just society. For starters, we must acknowledge, notice, and reflect on racist ideas, systems and policies, which has persistently harmed and oppressed Black people and those of color and then commit to abolishing those harmful practices. We must notice how racial trauma shows up in our schools. We must also commit to healing the hearts and minds of those who have been harmed by racist and oppressive policies!



RACIAL INEQUALITY

**WHAT DOES RACIAL INEQUALITY
LOOK LIKE INSIDE OF SCHOOLS?**

“Understand that if we have to learn with each other we should also learn about each other so we can bring each other up” ~Chris Emdin



RACIAL INEQUITY IN SCHOOLS



HISTORICAL CONTEXT

Slavery, Racial discrimination
& segregation
Disadvantage passes
generation to generation
Lack of access to food, health
care, and mental health

SCHOOL

Unmet mental health
needs, underfunded
schools, poor
instruction, racist
policies (zero tolerance,
hair, uniform)

CONFLICT

Between peers, with
staff, unaddressed
harm that needs
repair

ODR & SPED REFERRALS

Teacher makes referral
-Discipline referral
SPED referral

EXCLUSION

ISS, OSS, Expulsion, Self-
Contained

Forms of Racial Inequity inside of schools primarily present in the form of disproportionate policies/practices, racial discrimination, and psychological violence

SO WHAT?

WHAT'S THE PURPOSE OF THESE CARDS?

No matter where you are on the path to racial equity, the good news is that you can get started today. The “Where Am I? Racial Equity SEL Cards” were created to help move you out of fear, in to learning, and towards action.

HOW TO USE?

YOU MIGHT USE THESE CARDS...

- As a form of self-reflection
- During professional developments
- As SEL openers during staff meetings
- To ground and center your SEL work as adults with equity in the center
- To constantly reflect on your practices as an educator, parent, or community member

SELF AWARENESS

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SELF-AWARENESS IS DEFINED BY CASEL AS “THE ABILITY TO ACCURATELY RECOGNIZE ONE’S EMOTIONS AND THOUGHTS AND THEIR INFLUENCE ON BEHAVIOR. THIS INCLUDES ACCURATELY ASSESSING ONE’S STRENGTHS AND LIMITATIONS AND POSSESSING A WELL-GROUNDED SENSE OF CONFIDENCE AND OPTIMISM”.

SELF-AWARENESS

SELF-AWARENESS **CONTEXT OF RACE**

KEY CONSIDERATIONS

In the context of race, it is important to consider personal bias and one's emotions related towards people of color. We can then ask questions of ourselves in certain roles to help build our self-awareness.

SELF-AWARENESS CONSIDERATIONS FOR EDUCATORS

KEY QUESTIONS TO ASK

- How do you help students develop a sense of pride in their racial identity?
- Do you wait for students of color, especially Black students, to misbehave?
- Do you have educational materials that tell the stories of people of color in your classroom all year round or only on holidays such as Thanksgiving or during Black History Monthly?
- Do you have cultural competency around races other than your own?
- Do you share and discuss perspectives of people of color in your teaching?
- Do you share stories of colonization around the world?
- Do you share stories of success and current role models of color in mathematics, art, science and literature in addition to stories of struggle from the Civil Rights movement?
- How has your worldview and identity shaped your educational practices?

SELF-AWARENESS CONSIDERATIONS FOR PARENTS

KEY QUESTIONS TO ASK

- How do you speak about people of color, especially Black people, in your home?
- What does identity mean to you?
- How do you instill a sense of self-identity in your children? What about pride? Culture?
- Do you talk about Black people at all?
- Do you talk about race openly and honestly in your home?
- Do you access and share books and movies that tell the stories of people of color?
- How do you treat people of color in front of your kids?
- What do you say about other races?
- Do you have a growth or fixed mindset around race?

SELF-AWARENESS CONSIDERATIONS FOR **EVERYONE**

KEY QUESTIONS TO ASK

- If you are exhibiting bias or lack of competency around race, can you get better at understanding your bias and increasing your competency around other cultures and races?
- Can you practice becoming more comfortable talking about race, accessing stories of people of color and normalizing discussion of them?
- Do you access and acknowledge your feelings around what is happening right now in the United States in an honest way?
- Do you have a growth or fixed mindset around race?
- How has your worldview and identity shaped what you do and decisions you make?

SOCIAL AWARENESS

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CASEL DEFINES **SOCIAL AWARENESS** AS “THE ABILITY TO TAKE THE PERSPECTIVE OF AND EMPATHIZE WITH OTHERS FROM DIVERSE BACKGROUNDS AND CULTURES, TO UNDERSTAND SOCIAL AND ETHICAL NORMS FOR BEHAVIOR, AND TO RECOGNIZE FAMILY, SCHOOL, AND COMMUNITY RESOURCES AND SUPPORTS.”

SOCIAL-AWARENESS

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SOCIAL-AWARENESS **CONTEXT OF RACE**

KEY CONSIDERATIONS

Key ideas to consider here are empathy for others, our authentic connections with those from different cultures and backgrounds as well as our social behavior around people of color, and understanding supports for those that have been and continue to be oppressed.

SOCIAL-AWARENESS CONSIDERATIONS FOR EDUCATORS

KEY QUESTIONS TO ASK

- How do you define terms such as race and racism?
 - Do you define these terms **for** your students or **with** your students?
 - Do you have discussions around these words and what they really mean?
- Do your students have a voice inside your classroom?
- Can they share thoughts and concerns with you freely and without fear of judgment?
- Do you create a safe space to foster discussions of current events around Black lives in your classroom?
- Do you ask and acknowledge how students and families feel with regard to issues of persistent racism and racial trauma?
- How do you show empathy towards diverse students and individuals?

SOCIAL-AWARENESS CONSIDERATIONS FOR PARENTS

KEY QUESTIONS TO ASK

- Do you foster discussions of current events around Black lives in your home?
- Do you seek out neutral news sources/reporting for your family or biased reports?
- Do you ask and acknowledge how family members might feel with regard to the current situation in our country?
- Do you define terms such as racism, race, or racist for your kids and do you have discussions around these words?
- Do you believe Black Lives Matter?

SOCIAL-AWARENESS CONSIDERATIONS FOR **EVERYONE**

KEY QUESTIONS TO ASK

- Are you knowledgeable about white privilege and systemic racism in society?
- How would you explain white privilege to others if asked? What's an example of white privilege you can share with others?
- How would you explain systemic racism to others if asked?
- What are some examples of systemic racism?
- What's the historical context of systemic racism?
- What's the historical context of systemic racism within the education system?
- How does systemic racism currently impact students of color?
- Do you believe Black Lives Matter? Do you say All Lives Matter as a counter to BLM? If so, why?

SELF MANAGEMENT

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SELF-MANAGEMENT IS DEFINED BY CASEL AS “THE ABILITY TO REGULATE ONE’S EMOTIONS, THOUGHTS, AND BEHAVIORS EFFECTIVELY IN DIFFERENT SITUATIONS. THIS INCLUDES MANAGING STRESS, CONTROLLING IMPULSES, MOTIVATING ONESELF, AND SETTING AND WORKING TOWARD ACHIEVING PERSONAL AND ACADEMIC GOALS.”.

SELF-MANAGEMENT

SELF-MANAGEMENT **CONTEXT OF RACE**

KEY CONSIDERATIONS

Key ideas to consider here are one's personal actions, thoughts, and feelings towards race. This includes managing and understanding your own thoughts and emotions, especially as it relates to race, racist ideas, systems, and policies. This also includes examining your attitudes and beliefs towards people and movements (such as BLM), who are working towards disrupting oppressive systems.

SELF-MANAGEMENT CONSIDERATIONS FOR EDUCATORS

KEY QUESTIONS TO ASK

- How do you feel when you think about talking about race in your classroom?
- If you experience stress, how will you manage that stress?
 - How will you model effectively managing stress for your students?
- How will you access resources to support these conversations?
- How do you manage your emotions and thoughts when someone shares an opinion or belief, which you do not agree with?
- Do you teach your students what micro-aggressions are?
- Do you foster a safe and supportive environment where students of color can safely share about micro-aggressions they've experienced and talk about their feelings?

SELF-MANAGEMENT CONSIDERATIONS FOR PARENTS

KEY QUESTIONS TO ASK

- How do you feel when you are asked questions about race in the home?
- How do you feel when you watch the news?
- How will you access resources to support and build your skill set to effectively have these conversations?
- Do you create a safe space for your children or their friends to have open and honest conversations about race?

SELF-MANAGEMENT CONSIDERATIONS FOR **EVERYONE**

KEY QUESTIONS TO ASK

- What emotions do you experience when you hear “Black Lives Matter?”
 - How do you manage those emotions?
- Why do you think you experience those emotions?
- How might your lived experiences have shaped your responses towards issues of race?
- Do you have personal goals related to matters of race?
- How do you track and monitor progress towards your personal goals?

RELATIONSHIP SKILLS

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CASEL DEFINES **RELATIONSHIP SKILLS** AS “THE ABILITY TO ESTABLISH AND MAINTAIN HEALTHY AND REWARDING RELATIONSHIPS WITH DIVERSE INDIVIDUALS AND GROUPS. THIS INCLUDES COMMUNICATING CLEARLY, LISTENING ACTIVELY, COOPERATING, RESISTING INAPPROPRIATE SOCIAL PRESSURE, NEGOTIATING CONFLICT CONSTRUCTIVELY, AND SEEKING AND OFFERING HELP WHEN NEEDED.”

RELATIONSHIP SKILLS

RELATIONSHIP SKILLS **CONTEXT OF RACE**

KEY CONSIDERATIONS

Key ideas to consider here center on building and maintaining positive relationships with people of color. For white educators, it's especially important to consider how you are actively being an ally to Black people and those of color. How are you engaging in behavior that keeps relationships strong?

RELATIONSHIP SKILLS CONSIDERATIONS FOR EDUCATORS

KEY QUESTIONS TO ASK

- How do you treat people of color, especially Black students within your school setting compared to White students?
- Do you have strong relationships with teachers, administrators, students and support staff of color in your building?
- Do you model respect for people of color for your White peers and students?
- Do you speak up when inappropriate comments, thoughts, stereotypes, or ideas are shared about people of color, even when they are not around?

RELATIONSHIP SKILLS CONSIDERATIONS FOR PARENTS

KEY QUESTIONS TO ASK

- Do you have meaningful and positive relationships with Black people?
- How do you discuss Black people in front of your kids?
- How do you treat Black people in front of your kids?
- Do you foster the idea that we are equal regardless of position in society or look down on others?
- Do you expose your family to new ideas, thoughts, and experiences with diverse groups of people?
- Do you visit churches, neighborhoods, communities, restaurants that are different from your own?
- Do you make generalized statements about groups of people based on faulty or limited beliefs and assumptions?
- Have you or do you pass these same faulty beliefs and assumptions to the next generation?

RELATIONSHIP SKILLS CONSIDERATIONS FOR **EVERYONE**

KEY QUESTIONS TO ASK

- Do you have authentic relationships with people of color?
- Do you truly know any POC and share your life with them?
- Do you have relationships with diverse groups of people at work and outside of work?
- Why do you think it's important to build and maintain relationships with people who are different than you?
- How do you go about having difficult conversation with people?
- How do you resolve conflict peacefully and effectively?
- How do you resolve conflict around issues of race peacefully and effectively?
- Do you seek to learn and connect with others who are different than you on social media?

RESPONSIBLE DECISION MAKING

CASEL DEFINES **RESPONSIBLE DECISION MAKING** AS “THE ABILITY TO MAKE CONSTRUCTIVE AND RESPECTFUL CHOICES ABOUT PERSONAL BEHAVIOR AND SOCIAL INTERACTIONS BASED ON CONSIDERATION OF ETHICAL STANDARDS, SAFETY CONCERNS, SOCIAL NORMS, THE REALISTIC EVALUATION OF CONSEQUENCES OF VARIOUS ACTIONS, AND THE WELL-BEING OF SELF AND OTHERS.”

RESPONSIBLE DECISION MAKING SKILLS

RESPONSIBLE DECISION MAKING CONTEXT OF RACE

KEY CONSIDERATIONS

In the context of race, responsible decision making involves making a conscious decision to make ethical and responsible choices for the greater good of humanity. This also involves considering potential consequences and benefits of your choices and how they might impact Black people and those of color.

RESPONSIBLE DECISION MAKING CONSIDERATIONS FOR **EDUCATORS**

KEY QUESTIONS TO ASK

- What is your role in dismantling oppressive systems?
- How have you contributed to oppressive systems?
- How have choices you made impacted other people?
- How have you treated students of color?
- When you make decisions, do you consider race? Why or why not?
- Do you see color? Why or why not?
- How has your worldview shaped the decisions you make as an educator?
- How do you enforce school-wide policies and classroom policies?
 - How do these policies impact your students of color?
- Do you routinely examine your discipline practices?

RESPONSIBLE DECISION MAKING CONSIDERATIONS FOR PARENTS

KEY QUESTIONS TO ASK

- Do you consider race when allowing your children to participate in certain activities or events?
 - If you do consider race, are you looking to include or exclude your children from participating in those activities with certain groups of children?
- Are you inclusive of diverse children in your neighborhood and community?
- When you make decisions, do you consider race? Why or why not?
- As a parent, do you see color? Why or why not?
 - Do you teach your children to see color? Why or why not?
- How has your worldview shaped the decisions you make as a parent?
- How do you teach your children to make ethical and responsible decisions?
- In what ways do you hold your children accountable for their decisions?

RESPONSIBLE DECISION MAKING CONSIDERATIONS FOR **EVERYONE**

KEY QUESTIONS TO ASK

- Do you take race into consideration when you make decisions? Why or why not?
- How do you notice and reflect on systems of oppression that have deep roots in racism and racist policies?
- How do these racist systems and policies impact Black people and people of color?
- Do you consider how persistent issues of racism might psychologically harm people of color?
- Do you consider how your decisions might help or hurt others?
- Why is it important to make ethical and responsible decisions?
- What are potential consequences of making poor choices? How might these poor choices impact others?

RESOURCES TO PROMOTE RACIAL EQUITY

- **Fight for economic justice**

- Teach and advocate for financial literacy
- Support Black and minority owned businesses like [Lessons For SEL!](#)

- **Schools**

- Abolish racist zero tolerance, grading, hair, discipline, and uniform policies
- Teach Black history, affirm cultural identities, appreciate diversity
- [Four commitments to foster anti-racism and promote racial justice in elementary classrooms today](#)
- [Resources to racially just elementary classrooms](#)
- Promote social emotional develop and cultural identity
- [Teach younger students about micro-aggressions](#)
- [Black Lives Matter at School](#)

- **Fully fund mental health personnel**

- Ensure ratio of 1:500 school psychs
- Access to mental health supports - easily accessible for Black students

- **Be an ally... not a racist - [Guidelines for being strong white allies](#)**

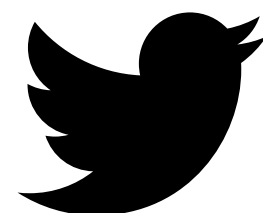
LET'S CONNECT!

WOULD LOVE ANY FEEDBACK OR TO HEAR
HOW YOU USED THE CARDS!

EMAIL US AT BYRON@LESSONSFORSEL.COM

SPECIAL THANK YOU - TO WENDY TURNER WHO ORIGINALLY WROTE
"WHERE AM I? MY COMMITMENT TO TRANSFORMATIVE (JUSTICE-
ORIENTED) SEL & SUPPORTING #BLACKLIVESMATTER

THIS CARD DECK WAS DEVELOPED BY DR. BYRON MCCLURE & WENDY TURNER



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