

PROFESSIONAL DEVELOPMENT

THE TEACHING TOLERANCE

SOCIAL JUSTICE STANDARDS

A PROFESSIONAL DEVELOPMENT
FACILITATOR GUIDE



TEACHING
TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

Unit 1

INTRODUCTION

Unit 1

WORKSHOP AGENDA

- ➔ Introduction
- ➔ The Social Justice Standards
- ➔ Going Deeper
- ➔ Supporting Materials
- ➔ Application
- ➔ Closing

AGENDA

UNIT	PURPOSE	CONTENT	TIME	MATERIALS
1 Introduction	Prepare participants	<ul style="list-style-type: none"> ➔ Agenda ➔ Objectives ➔ Norms ➔ Expectations ➔ Terminology 	15 min	Expectations and Commitments handout
2 The Social Justice Standards	Provide a baseline understanding of the Social Justice Standards	<ul style="list-style-type: none"> ➔ Origin ➔ Structure ➔ Pedagogical Uses 	60 min	<ul style="list-style-type: none"> ➔ Sorting Strips handout ➔ Social Justice Anchor Standards handout ➔ Grade-level Outcomes and Scenarios handout
3 Going Deeper	Explore the anti-bias concepts that underpin the Social Justice Standards	<ul style="list-style-type: none"> ➔ Prejudice Reduction ➔ Collective Action 	45 min	N/A
4 Supporting Materials	Review materials TT provides to support IDJA	<ul style="list-style-type: none"> ➔ TT Resources ➔ Exemplars 	45 min	<ul style="list-style-type: none"> ➔ Essential Questions handout ➔ Teaching MLK With the Social Justice Standards handout ➔ Teach Identity and Diversity—Even in Science Class handout
5 Application	Create an Social Justice Standards integration plan	Content-area Group Work	35 min	Goals for Implementing the Social Justice Standards handout
6 Closing	Recap and reflect	<ul style="list-style-type: none"> ➔ Q&A ➔ Review ➔ Goal Setting ➔ Evaluations 	30 min	<ul style="list-style-type: none"> ➔ Goals for Implementing the Social Justice Standards at Your School handout ➔ Professional Development Evaluation handout

Unit 1

WORKSHOP OBJECTIVES

- Participants will be able to explain the goals of anti-bias education and how the Social Justice Standards support those goals.
- Participants will understand how the Social Justice Standards encompass the goals of prejudice reduction and collective action.
- Participants will learn to integrate the Social Justice Standards into existing classroom and school climate materials.

Unit 1

NORMS

Write one or more group norms that will help the workshop feel safe, inclusive and productive.

Unit 1

EXPECTATIONS AND COMMITMENTS

Write down your expectations for this workshop, and record what you will do to help realize these expectations.

Unit 1

TERMINOLOGY

ANTI-BIAS EDUCATION

“Anti-bias education is an approach to teaching and learning designed to increase understanding of differences and their value to a respectful and civil society and to actively challenge bias, stereotyping and all forms of discrimination in schools and communities. It incorporates inclusive curriculum that reflects diverse experiences and perspectives, instructional methods that advance all students’ learning, and strategies to create and sustain safe, inclusive and respectful learning communities.”

Anti-Defamation League

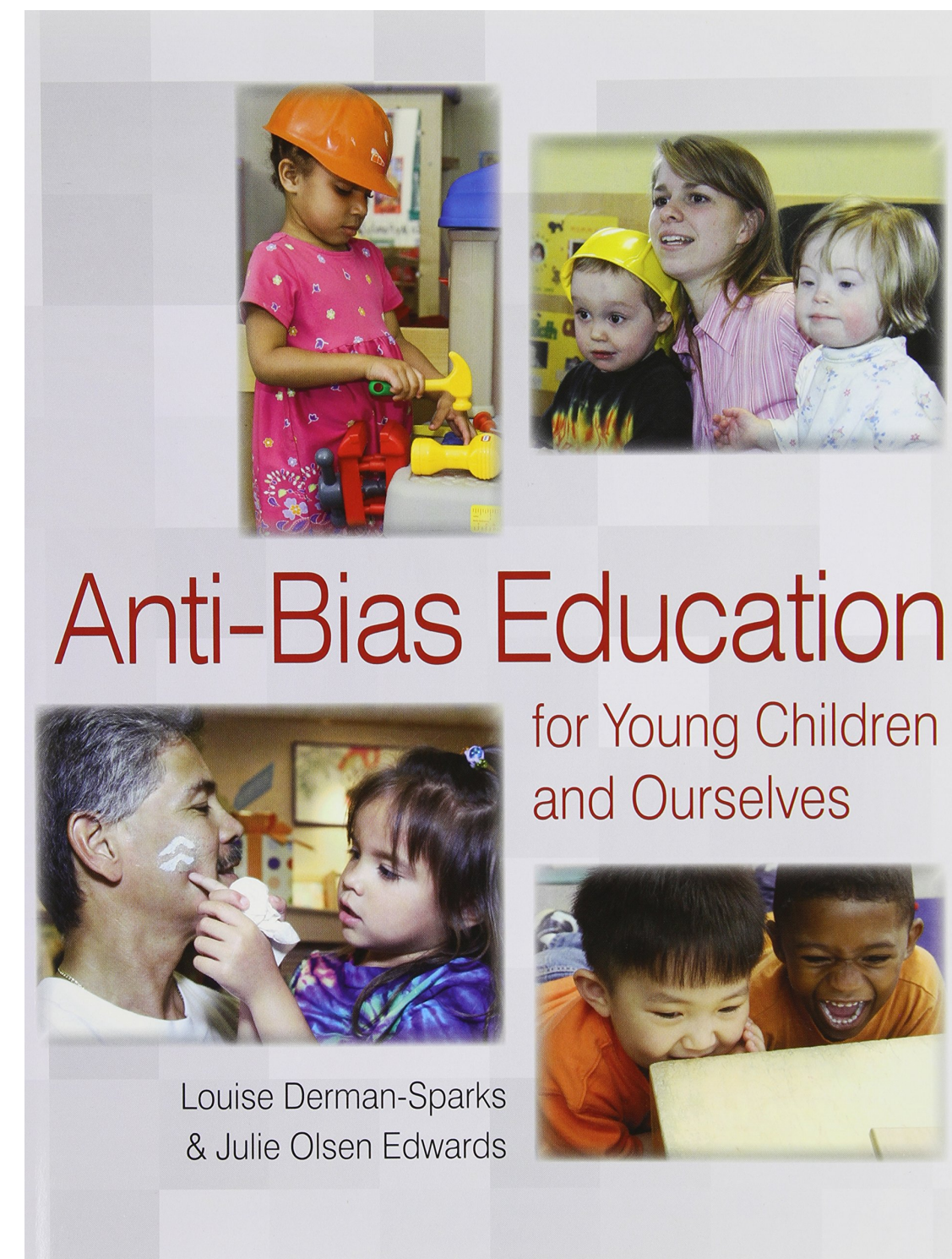
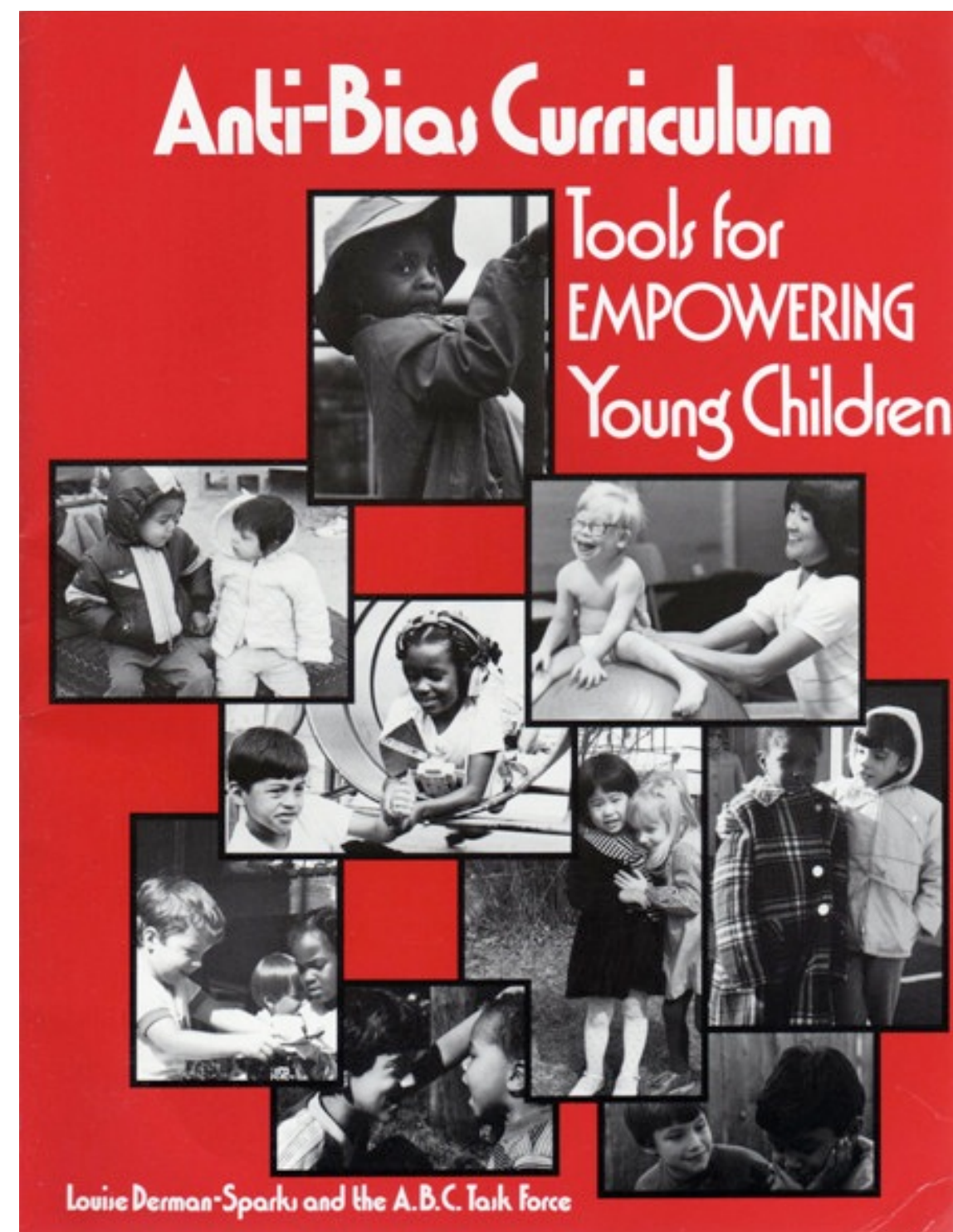
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Unit 2

THE SOCIAL JUSTICE STANDARDS

Unit 2

ORIGINS OF THE SOCIAL JUSTICE STANDARDS



Unit 2

4 GOALS = 4 ANTI-BIAS DOMAINS

IDENTITY

Each child will demonstrate self-awareness, confidence, family pride and positive social identities.

DIVERSITY

Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.

JUSTICE

Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

ACTION

Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

Unit 2

SORTING STRIPS ACTIVITY

Sort the 20 anchor standards into their respective anti-bias domains:
Identity, Diversity, Justice and Action.

Unit 2

20 SOCIAL JUSTICE STANDARDS

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Unit 2

GRADE-LEVEL
OUTCOMES AND
SCENARIOS

3-5 Grade Level Outcomes and Scenarios

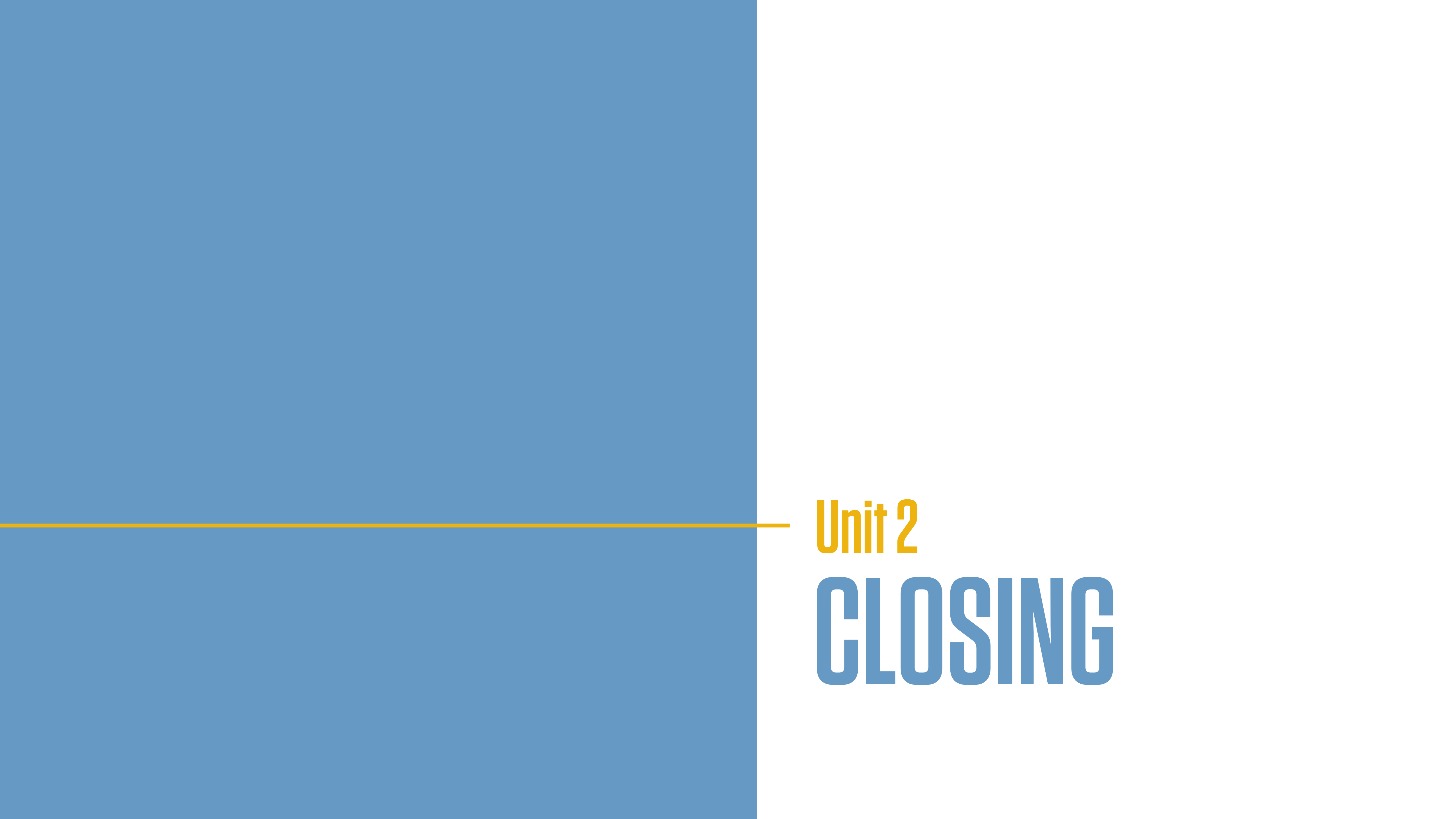
ANCHOR STANDARD	CODE	GRADE LEVEL OUTCOME	ANTI-BIAS SCENARIO
Identity 1	ID.3-5.1	I know and like who I am and can talk about my family and myself and describe our various group identities.	<p>Omar’s mother is serving as a chaperone on her son’s field trip. On the bus ride, the teacher, Ms. Robin, overhears a conversation between Omar and Peter. “What is your mother wearing on her head?” Peter asks.</p> <p>“It’s called a hijab,” Omar replies. “Many Muslim women wear them.”</p> <p>“Why does she wear it?”</p> <p>“Our religion teaches us that the hijab is a way of being humble and modest. Muslim women wear it to show they love God.”</p>
Identity 2	ID.3-5.2	I know about my family history and culture and about current and past contributions of people in my main identity groups.	
Identity 3	ID.3-5.3	I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.	
Identity 4	ID.3-5.4	I can feel good about my identity without making someone else feel badly about who they are.	
Identity 5	ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.	
Diversity 6	DI.3-5.6	I like knowing people who are like me and different from me, and I treat each person with respect.	<p>Ms. Ramirez has divided her class into small groups for a mapping activity. As the students are gathering to begin work, she overhears one student, Joao, tell the others that he doesn’t want Jonah, a classmate who uses a wheelchair, in his group. Just as Ms. Ramirez is about to intervene and facilitate a discussion with Joao and the rest of the group, she hears another student say, “Joao, Jonah has a lot to share with our group. It’s important for us to all work together. You shouldn’t think that his physical disability makes him a less important member of our group.”</p>
Diversity 7	DI.3-5.7	I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.	
Diversity 8	DI.3-5.8	I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.	
Diversity 9	DI.3-5.9	I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.	

Unit 2

CROSSWALK ACTIVITY

Choose an anchor standard that interests you from your group's domain.
Cross-walk it through K-2, 3-5, 6-8, and 9-12.

What is similar or different across grade-level outcomes? What changes do you see? How is each a foundation for the next?
Discuss with your group.

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Unit 2

CLOSING

Unit 3

GOING DEEPER

“Without truly valuing diversity, we cannot effectively address issues of injustice. Without addressing issues of injustice, we cannot truly value diversity.”

Maurianne Adams

Unit 3

TERMINOLOGY

INGROUP

The “ingroup” is the group that a person psychologically identifies with. In certain contexts, the ingroup may also be a socially dominant identity group, but in others it may not.

OUTGROUP

The “outgroup” is the group with which a person does *not* psychologically identify. In certain contexts, the outgroup may also be a socially marginalized identity group, but in others it may not.

Unit 3

TERMINOLOGY

PREJUDICE REDUCTION

“The term ‘prejudice’ refers to stereotypes which lead parties to view their opponents as threatening adversaries who are inherently inferior or are actively pursuing immoral objectives. ... Prejudice reduction refers to a collection of techniques designed to break down these destructive stereotypes.”

Conflict Research Consortium, University of Colorado

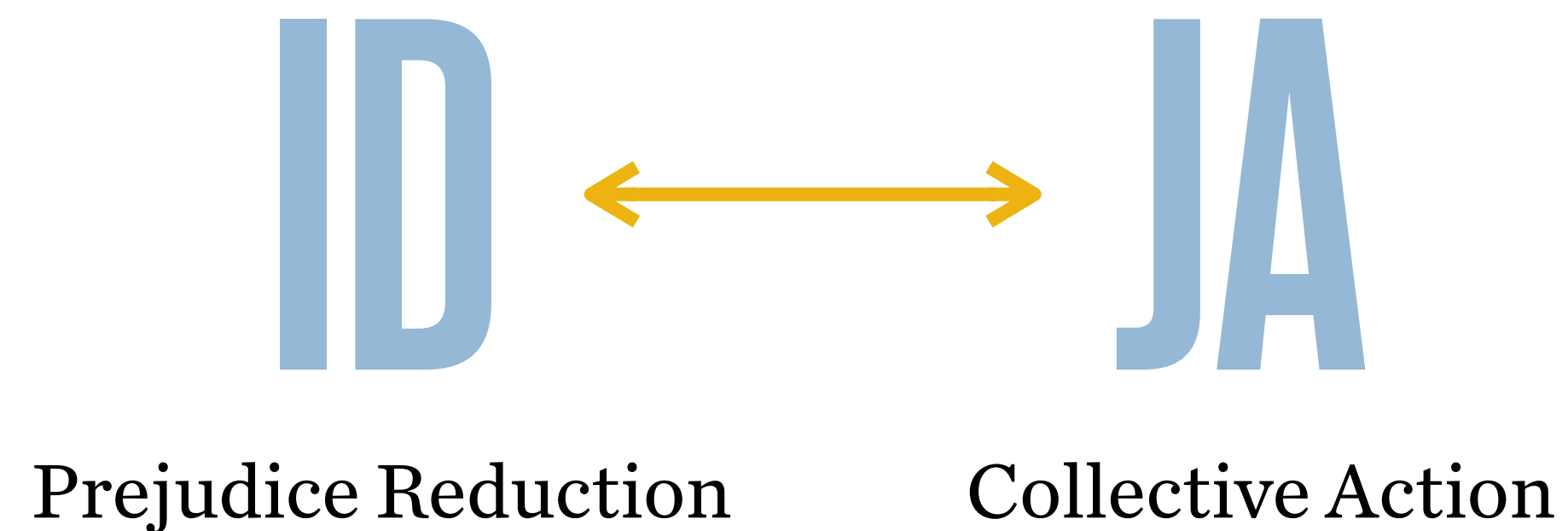
COLLECTIVE ACTION

The term “collective action” refers to the coordinated work of a traditionally marginalized or oppressed group banding together to demand justice and equality.

Teaching Tolerance

Unit 3

PREJUDICE REDUCTION AND COLLECTIVE ACTION



Unit 3

PREJUDICE REDUCTION VS. COLLECTIVE ACTION

PREJUDICE REDUCTION

- ➔ seeks to minimize conflict
- ➔ generally focuses on changing the attitudes and behaviors of an ingroup
- ➔ individual identities don't stand out
- ➔ group boundaries are permeable

COLLECTIVE ACTION

- ➔ directly challenges inequality
- ➔ focusing on improving conditions for traditionally marginalized or oppressed groups
- ➔ individual identities do stand out
- ➔ group boundaries are impermeable

In today's diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action.

Unit 3

**WHAT COULD PREJUDICE REDUCTION
AND COLLECTIVE ACTION LOOK LIKE IN
YOUR CLASSROOM?**

Unit 3

TURN AND TALK ACTIVITY

How is the #MeToo movement demonstrative of **collective action**? How does **category membership** matter here?

What prejudice reduction work is necessary to address the #MeToo movement?

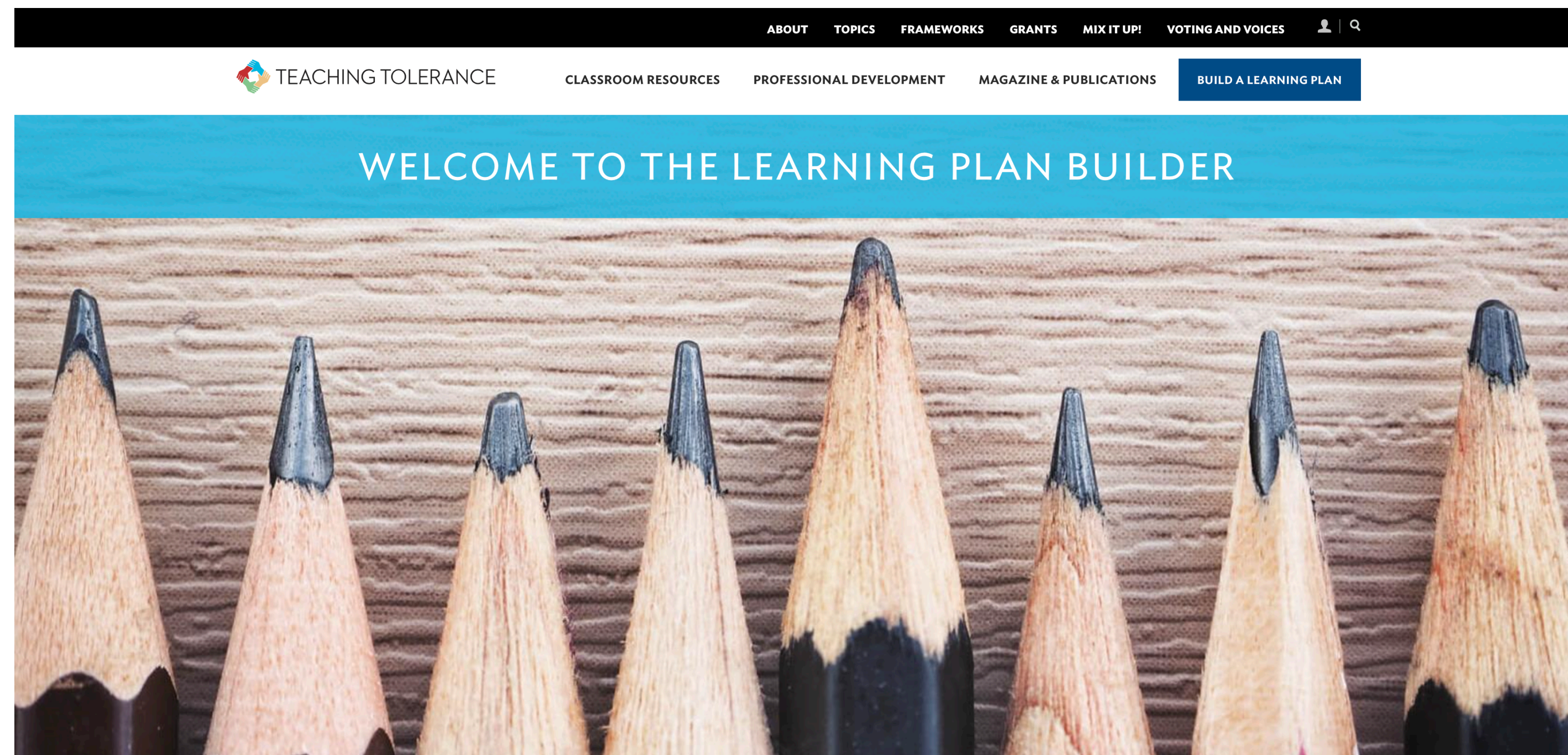
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Unit 4

SUPPORTING MATERIALS

Unit 4

LEARNING PLAN BUILDER



What is it?

Based on the four domains of the [Social Justice Standards](#) (Identity, Diversity, Justice and Action), our Learning Plan Builder allows you to select meaningful student texts, choose how you'll teach them and how you'll assess student learning.

Unit 4

STUDENT TEXT LIBRARY

Search Text Library



All Grade Levels



All Social Justice Domains



All Subjects



All Topics



All Text Types



505 TEXTS - [CLEAR ALL FILTERS AND SEARCH TERMS](#)

RECOMMENDED TEXTS

INFORMATIONAL

"From the Family Bible of William White Griffin"

The list gives the names, birth mothers and dates of birth of 16 or 17 enslaved children. Included are dates of baptism for two of the children.

GRADE LEVEL: 6-8, 9-12 **UNKNOWN**

TOPIC: SLAVERY, RELIGION, CLASS **SUBJECT:** HISTORY **SOCIAL JUSTICE DOMAIN:** IDENTITY

MULTIMEDIA

"It's Time to Pick Up Where Dr. King Left Off"

Michael Dunn, a white male, shot and killed Jordan Davis, an unarmed African-American male, while Davis was in a parked vehicle at a gas station. This segment from 3 1/2 Minutes, Ten Bullets profiles



VISUAL

Iesha Evans

Protesting the death of Alton Sterling and the Baton Rouge Police Department's request for Black Lives

Unit 4

ESSENTIAL QUESTIONS

IDENTITY PERSPECTIVE

How does my race influence who I am?

DIVERSITY PERSPECTIVE

How are my experiences similar to and different from people from other racial backgrounds?

JUSTICE PERSPECTIVE

What kinds of bias and privilege do individuals and groups experience because of their race?

ACTION PERSPECTIVE

What can we do to address racial prejudice and to advocate for racial justice?

Unit 4

TEACHING TOLERANCE LESSONS

IDENTITY

TEACHING TOLERANCE

CLASSROOM RESOURCES

PROFESSIONAL DEVELOPMENT

MAGAZINE & PUBLICATIONS

BUILD A LEARNING PLAN

LESSON

How Does Immigration Shape the Nation’s Identity?

Grade Level: 9–12

PRINT

SHARE

TOPIC: RACE & ETHNICITY

SUBJECT: READING & LANGUAGE ARTS, SOCIAL STUDIES, ARTS

SOCIAL JUSTICE DOMAIN: IDENTITY

Objectives

Students will:

- Explore the concept of what it means to be an American.
- Analyze how the changing demographics of the United States impact the American identity.
- Reflect on important concepts from the central text.
- Encourage thinking among peers about how the “face of America” is changing and what that means in their lives and for our nation.

Essential Questions

- How do current immigration issues and changing demographics affect the American identity?
- What does it mean to “be American” or “act American”?
- Do you have to be born in the United States to identify with it?

Materials

- Answer to the Totemast

DIVERSITY

JUSTICE

TEACHING TOLERANCE

CLASSROOM RESOURCES

PROFESSIONAL DEVELOPMENT

MAGAZINE & PUBLICATIONS

BUILD A LEARNING PLAN

LESSON

Latinos and the Fourteenth Amendment: A Primary Document Activity

Grade Level: 6–8, 9–12

PRINT

SHARE

TOPIC: RACE & ETHNICITY

SUBJECT: READING & LANGUAGE ARTS, SOCIAL STUDIES, CIVICS, ELL / ESL

SOCIAL JUSTICE DOMAIN: JUSTICE

Objectives

In “Latinos and The Fourteenth Amendment,” students will:

- Understand that “Jim Crow” practices often affected Latinos as well as African Americans;
- Gain a deeper understanding of Section 1 of the Fourteenth Amendment;
- Understand the role of the judiciary in ensuring that all citizens are provided with equal protection of the laws, and
- Use expert reading strategies to interpret a primary document and will write a “three-minute” paper demonstrating their understanding of key themes.

Essential Questions

- How can individual rights be protected within the context of majority rule?
- Why do we have laws? What could happen if we didn’t?
- How does the past influence current generations?
- What do good readers do when the text doesn’t make sense?

ACTION

TEACHING TOLERANCE

CLASSROOM RESOURCES

PROFESSIONAL DEVELOPMENT

MAGAZINE & PUBLICATIONS

BUILD A LEARNING PLAN

LESSON

Linguistic Tolerance

Grade Level: 9–12

PRINT

SHARE

TOPIC: RACE & ETHNICITY

SUBJECT: READING & LANGUAGE ARTS, SOCIAL STUDIES, CIVICS

SOCIAL JUSTICE DOMAIN: DIVERSITY

Linguistic discrimination is a growing trend in my school. Students from diverse backgrounds get together in class and use their home language, often associating only with fellow students who speak the same kind of English or Spanish they speak. Here’s how I fight this kind of self-segregation.

First I show some photographs to students to get the discussion going. For example, I show photographs of corn, peanuts, and other common items. I ask students to write down the word they use for that item. Next I break students into groups based on the English name of the object they are naming (a corn group, a peanut group, and so on). Then students see how many different Spanish names they had for this one single object. Students are asked to identify which term they think is the best one to name the object and they must give the rationale behind their thoughts.

After this initial activity, I give students a handout with terms in English divided into two columns. They have to match the items in column A (the common terms they most likely know) with the items in column B (the same items named differently in places like the United Kingdom and Canada). This is the handout I use:

TEACHING TOLERANCE

CLASSROOM RESOURCES

PROFESSIONAL DEVELOPMENT

MAGAZINE & PUBLICATIONS

BUILD A LEARNING PLAN

LESSON

Writing Persuasive Letters About Immigration Reform

Grade Level: 6–8, 9–12

PRINT

SHARE

TOPIC: IMMIGRATION

SUBJECT: READING & LANGUAGE ARTS, SOCIAL STUDIES, CIVICS

SOCIAL JUSTICE DOMAIN: ACTION

Objectives

- Students will gather and use information for research purposes.
- Students will use the general skills and strategies of the writing process.
- Students will use a variety of strategies to draft and revise written work.
- Students will use content, style, and structure appropriate for a specific audience and purpose, crafting persuasive letters/letters of request and response (e.g., state purpose of the letter; relate opinions, problems and requests; use precise vocabulary).
- Students will gain an appreciation for being an informed constituent.
- Students will contribute to the overall effort of a group.

Perspective

Latino workers from South and Central America, as well as Mexico, have been part of the workforce in the United States. In response to calls for immigration reform, G. W. Bush proposed “a new temporary worker program to match will with willing U.S. employers.” He said the new program would 1) “allow employers to find workers, quickly and simply;” and 2) “protect all workers in America with labor laws, the right to change jobs, fair wages and a healthy work environment.”

Unit 4

20 FACE-TO-FACE ADVISORIES

PERSPECTIVES FOR A DIVERSE AMERICA

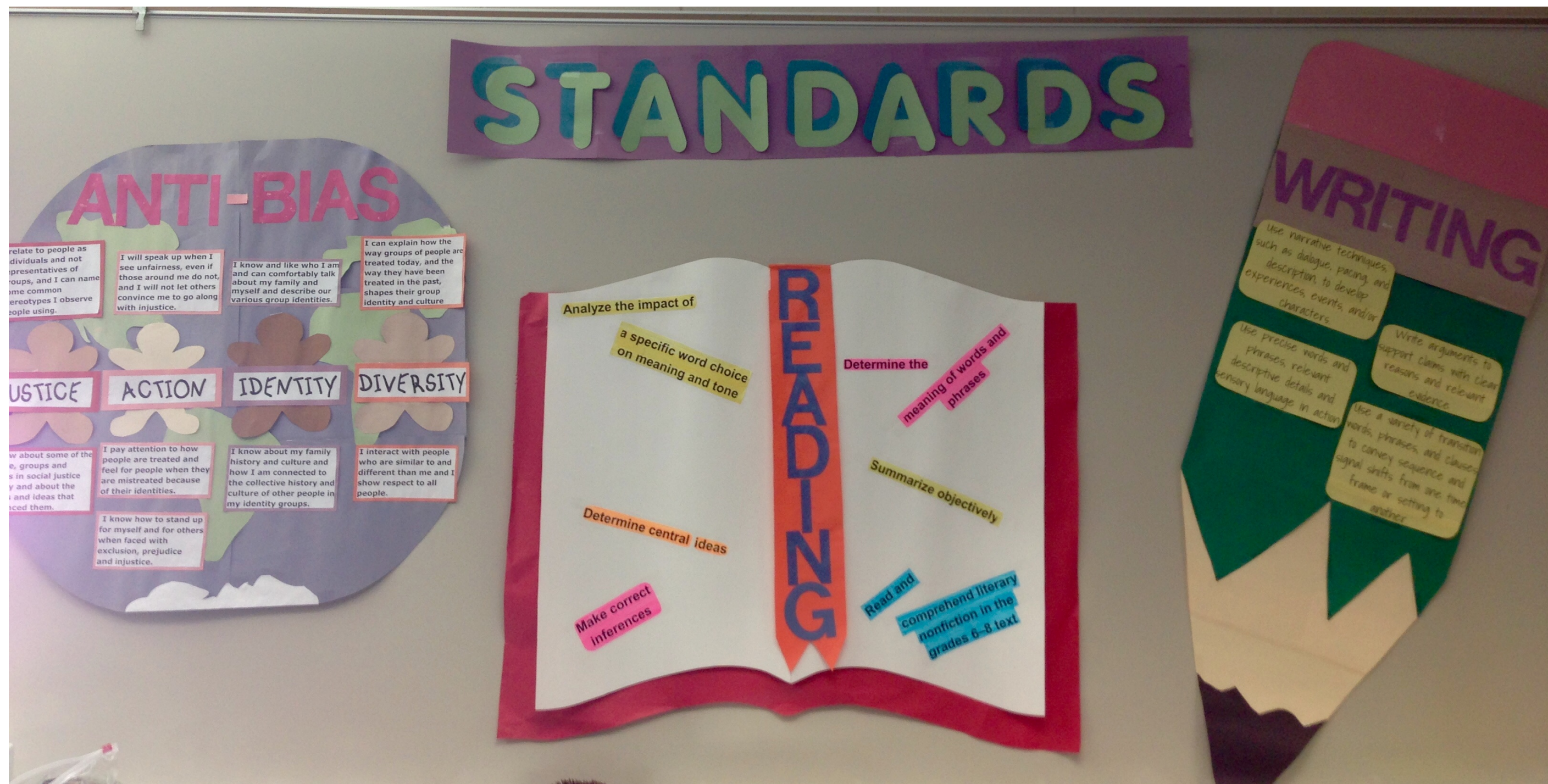
20 Face to Face Advisories

 **DEVELOPMENTAL
DESIGNS®**



Unit 4

SOCIAL JUSTICE STANDARDS BULLETIN BOARD




Unit 4

TEACHING MLK WITH THE SOCIAL JUSTICE STANDARDS



[ABOUT](#) [GRANTS](#) [TOPICS](#) [MIX IT UP!](#) [FRAMEWORKS](#) [👤](#) [🔍](#)

 TEACHING TOLERANCE [CLASSROOM RESOURCES](#) [PROFESSIONAL DEVELOPMENT](#) [MAGAZINE & PUBLICATIONS](#) [BUILD A LEARNING PLAN](#)





ARTICLE

Teaching MLK With the Social Justice Standards

Too often, lesson plans surrounding Dr. Martin Luther King Jr.'s legacy fail to move beyond “I Have a Dream.” These classroom suggestions acknowledge the depth and complexity of the movement he helped to lead.

January 10, 2017 By Lauryn Mascareñaz

TEACH THIS

[PRINT](#)  [SHARE](#)   

Editor's note: Several very useful readings from the [Perspectives text library](#) are included in this article. You can also find more suggestions for a meaningful MLK Day [here](#).

Unit 4

TEACHING IDENTITY AND DIVERSITY —EVEN IN SCIENCE CLASS

ABOUTGRANTSTOPICSMIX IT UP!FRAMEWORKS

TEACHING TOLERANCE

CLASSROOM RESOURCESPROFESSIONAL DEVELOPMENTMAGAZINE & PUBLICATIONSBUILD A LEARNING PLAN

ARTICLE

Teach Identity and Diversity—Even in Science Class

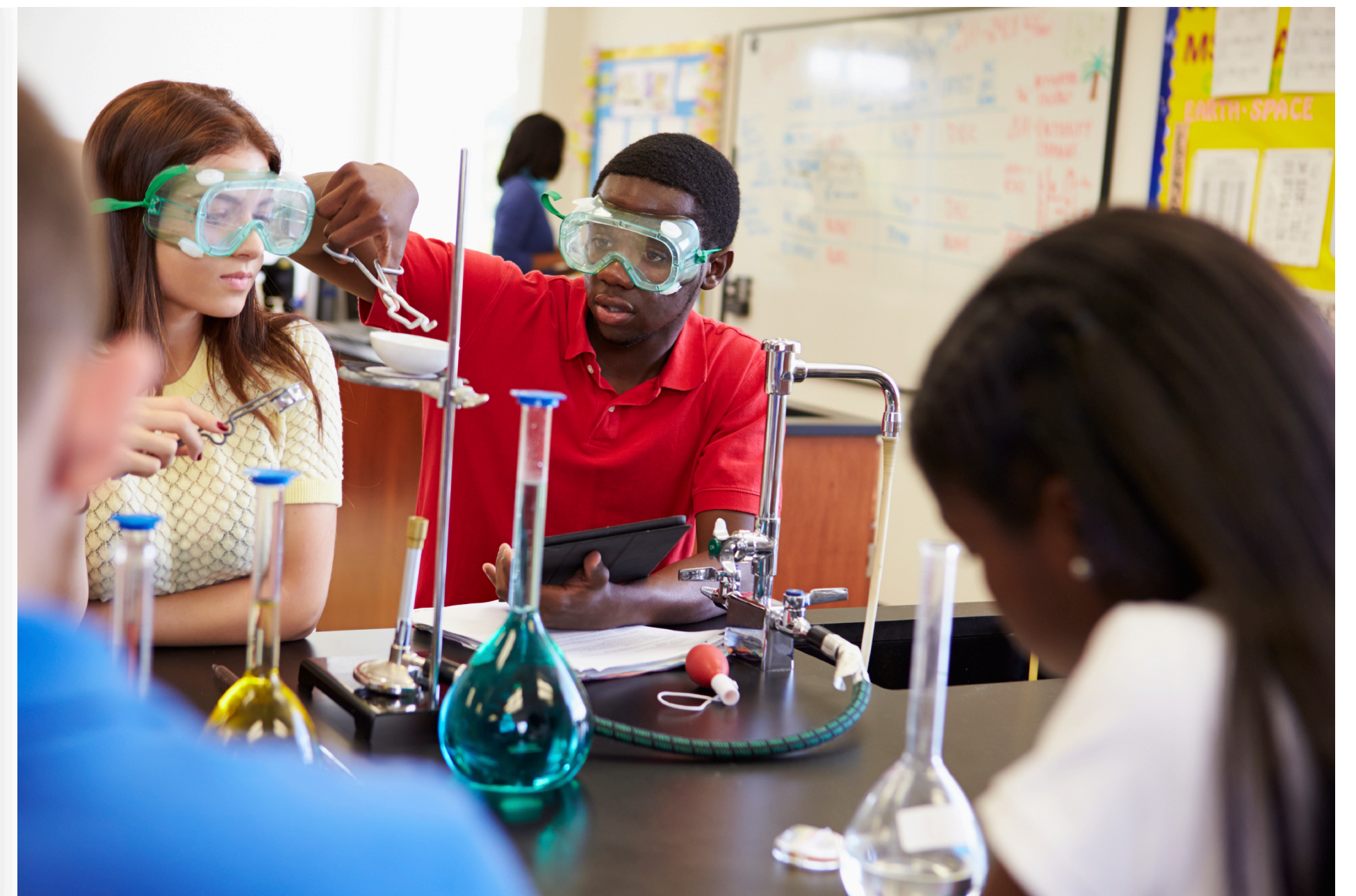
As Earth Day approaches, it's a good time to think about how you approach issues of identity and diversity when it comes to the environment—regardless of the subject you teach. Here's how one science teacher did it.

April 17, 2017By Chris Widmaier

TEACH THIS

PRINTSHARE

We were having a classroom discussion when things got really interesting: A student, almost out of nowhere, mentioned that five people had been shot in our city over the weekend. As the facilitator of the discussion, I decided to connect his comments to our conversation: “Is violence natural?” I asked. This question sparked a deep dialogue about how weapons and anger relate to our views of the place people have in nature. We had



Unit 4

SOCIAL JUSTICE STANDARDS WORK WITH ALL CONTENT



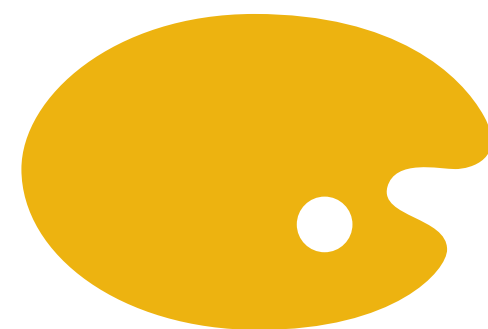
MATH AND
TECHNOLOGY



SCIENCE
AND HEALTH



SOCIAL
STUDIES



ART



READING AND
LANGUAGE ARTS

Unit 4

ESSENTIAL QUESTIONS

IDENTITY PERSPECTIVE

- ➔ How does my race influence who I am?
- ➔ How do we each take responsibility for our community?
- ➔ From where do I get clean water?
- ➔ From where have your ideas about nature come?
- ➔ How am I a citizen scientist?

Unit 4

ESSENTIAL QUESTIONS

DIVERSITY PERSPECTIVE

- ➔ How are my experiences similar to and different from those of people from other racial backgrounds?
- ➔ How do people in different jobs, in the past and present, affect the way we live?
- ➔ How do communities other than my community access clean water?
- ➔ Why might different cultures have differing views of nature?
- ➔ How are Mexican and American cultures influenced by Monarch butterflies?

Unit 4

ESSENTIAL QUESTIONS

JUSTICE PERSPECTIVE

- What kinds of bias and privilege do individuals and groups experience because of their race?
- Why have people not been able to get the jobs they have wanted?
- What enhances or prohibits access to clean water?
- What is the role of bias and prejudice in our understanding of nature?
- How do laws help or hurt Monarchs?

Unit 4

ESSENTIAL QUESTIONS

ACTION PERSPECTIVE

- ➔ What can we do to address racial prejudice and to advocate for racial justice?
- ➔ How can we allocate classroom jobs to make sure everyone is treated fairly?
- ➔ What can we do to address universal access to clean water?
- ➔ How do we fight ecological imperialism?
- ➔ What can I do to increase the Monarch population?

Unit 4

SOCIAL JUSTICE STANDARDS IN USE

The Pleasanton Unified School District
English-Language Arts and English Language Development
Adoption Guidelines

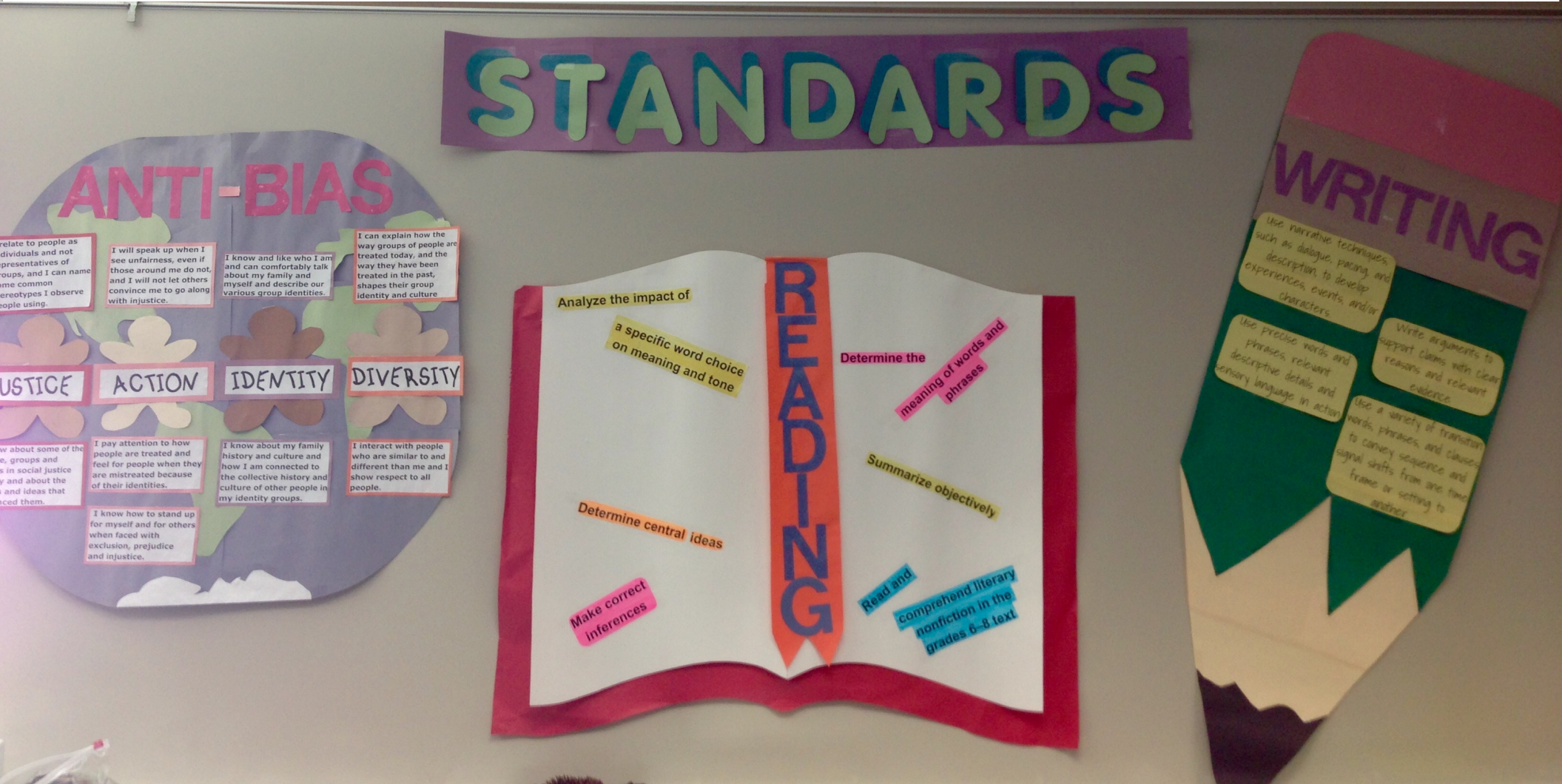
The goal is to honor consensus process when reviewing/developing curriculum and in the selection of instructional materials. The adoption committees must strive to collect objective data for use in making the ultimate decision.

Consensus is a mindset as well as a process. Authentic consensus requires that team members are more concerned about community and less concerned about power. Authentic consensus requires that team members are more focused on successful team productivity and less focused on individual credit. Consensus demands mature behavior on the part of all team members. The leader must give sponsorship to the consensus process by holding self and others accountable for open, honest participation. (Hoffman and Ness, Vista Associates, 1998)

We must:

- Select materials that address:
 - Programs 2 and 3
 - Program 4 and 5 for intervention are being addressed through other committees
 - [Culturally responsive instruction](#)
 - Blended learning with dynamic technology features

Unit:		Grade Level: Teacher(s):
Essential Understandings: (Long Term Learning Target “I can...”)		
Wisconsin State Social Studies Standards		Social Justice Standards
(Assessed)	(Explored)	Identity: Diversity: Justice: Action:
Assessments (Summative):		Authentic/EL Connections
Add Name, School, Grade to each assessment		
Best Practices Research (i.e. what research supports this curriculum):		

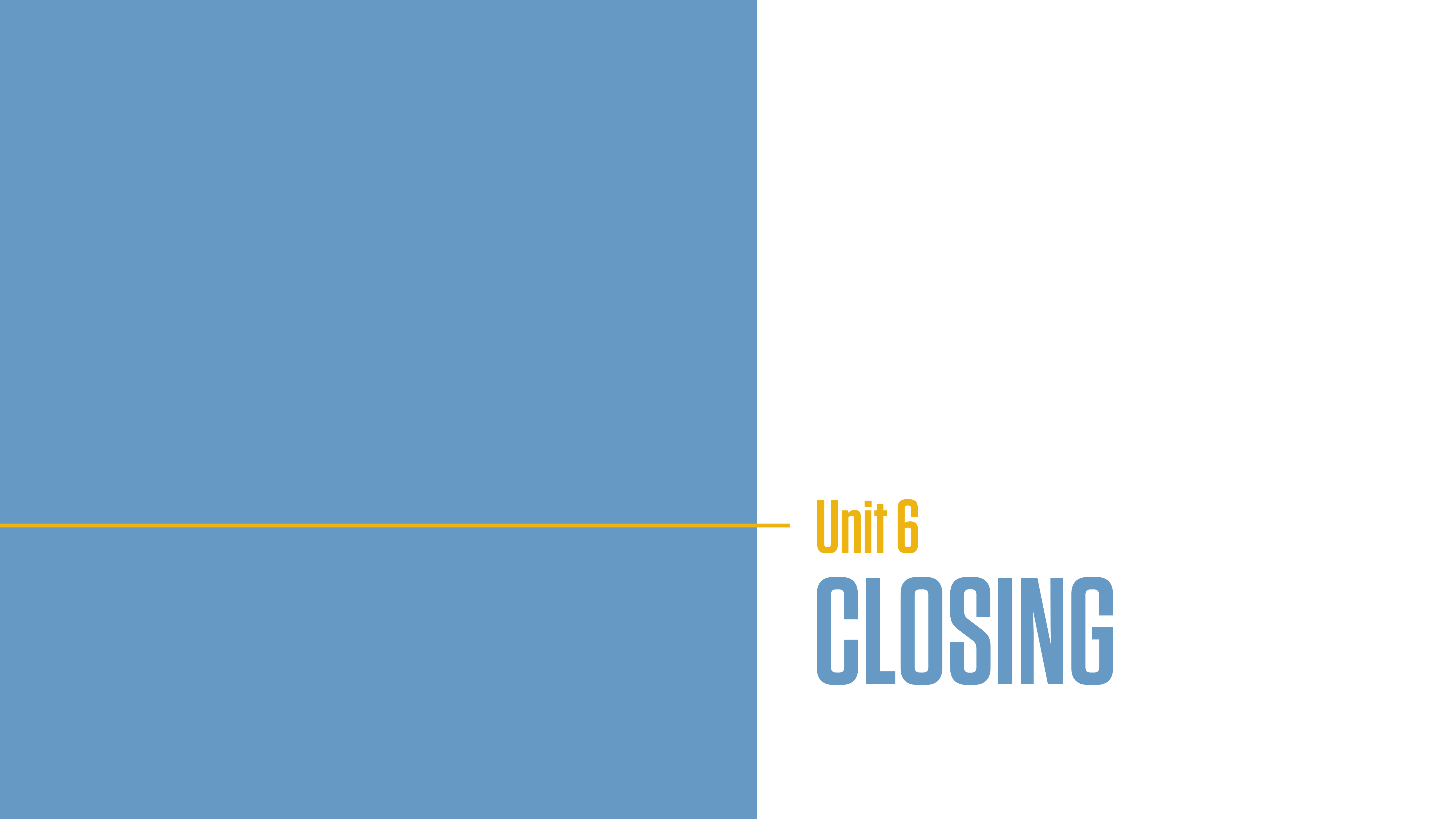


Unit 5

APPLICATION

Unit 5

GOALS FOR IMPLEMENTING THE SOCIAL JUSTICE STANDARDS

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Unit 6

CLOSING

Unit 6

RECAP

- ➔ Anti-bias Domains (IDJA)
- ➔ Social Justice Standards
- ➔ Grade-level Outcomes
- ➔ Prejudice Reduction and Collective Action
- ➔ Supporting Teaching Tolerance Resources



Unit 6

EVALUATION



TEACHING TOLERANCE

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