



# TEACHING FIERCELY

RESOURCE GUIDE

Everyday Implications: Interpreting Symbols of Justice in Schools

---

|                             | Blindfold | Toga | Sword<br>or ankh | Scales | Snake | Book | Feather<br>of truth |
|-----------------------------|-----------|------|------------------|--------|-------|------|---------------------|
| Grading/expectations        |           |      |                  |        |       |      |                     |
| Discipline policies         |           |      |                  |        |       |      |                     |
| Curriculum                  |           |      |                  |        |       |      |                     |
| Instruction                 |           |      |                  |        |       |      |                     |
| Community traditions        |           |      |                  |        |       |      |                     |
| Family-school relationships |           |      |                  |        |       |      |                     |
| Adult-student relationships |           |      |                  |        |       |      |                     |
| Routines/ schedules         |           |      |                  |        |       |      |                     |

**TABLE 3.1** Spaces for spreading joy and justice in schools.

| <b>Spaces for Joy and Justice in Schools</b>   |  |
|--|--|
| <p>Popular education/The wholeness of the individual is experienced only in the context of community.</p>  | <ul style="list-style-type: none"> <li>■ Community circles.</li> <li>■ Restorative circles.</li> <li>■ Group work/Flexible grouping structures.</li> <li>■ Socratic seminar/Class congress.</li> <li>■ Recess.</li> <li>■ Lunch.</li> <li>■ Thought sanctuaries (start with libraries, teachers' lounge, dedicated classroom spaces).</li> </ul>   |
| <p>Participatory action research/The purpose of education is to respond to the needs and struggles of people.</p>  | <ul style="list-style-type: none"> <li>■ Formative assessments.</li> <li>■ Inquiry-driven, co-created curriculum.</li> <li>■ Interviews:                             <ul style="list-style-type: none"> <li>■ Inter-class interviews (teacher-student/student-teacher/student-student).</li> <li>■ Intra-school interviews (student-principal/AP/student-students in different classes/student-parent/caregivers).</li> <li>■ Audit trails.</li> <li>■ Multiliteracies.</li> </ul> </li> </ul>                               |
| <p>Cultural organizing/Education should embrace the heart, mind, and body. "The school should be for life, for the spiritual, and for that which is of the heart" (Grundtvig, in Borish 2005, p. 196).</p> | <ul style="list-style-type: none"> <li>■ Culturally relevant teaching and learning (in the classroom, in professional development, in family engagements).</li> <li>■ Representative texts and meaningful literature.</li> <li>■ Social-emotional learning.</li> <li>■ School-supported playdates.</li> <li>■ Field trips.</li> </ul>  |
| <p>Intergenerational organizing/Education must consider the nature of children and youth and their needs.</p>  | <ul style="list-style-type: none"> <li>■ Student-led conferences.</li> <li>■ Family engagement series.</li> <li>■ Literacy and math workshops.</li> <li>■ Needs assessment gatherings.</li> <li>■ Social gatherings designed to foster intraschool connections.</li> </ul>   |
| <p>Language justice/The living word, (oral culture) is central.</p>  | <ul style="list-style-type: none"> <li>■ School communication translated in all the languages spoken in the community.</li> <li>■ Translation services provided for real-time meetings.</li> <li>■ Value is placed on oral literacies within curriculum (story-telling, chatting with peers, collecting oral histories), as well as AAVE and other forms of the English Language.</li> <li>■ Translanguaging.</li> <li>■ Language goals are woven into the curriculum and high-quality ELL services are provided.</li> </ul> |
| <p>Land, legacy, and place/Students must be given time to develop the capacity for feeling before learning facts, and appreciation before learning skills.</p>   | <ul style="list-style-type: none"> <li>■ Place-based pedagogy.</li> <li>■ Walking tours.</li> <li>■ Somatic literacy.</li> <li>■ Community elders invited as guest speakers.</li> <li>■ Appreciation circles.</li> <li>■ Teachers, students, and families view each other from capacity orientations versus deficit perspectives.</li> </ul>   |

## Shared Vision Planning Page

Establish a strong foundation for your team by sharing your views on learning, and then combining them into one shared vision for the year. Each teacher should write their response to each of the key questions. Post this shared vision in a place where it can be revisited throughout the year so that you may strengthen your co-actions and stay on track.

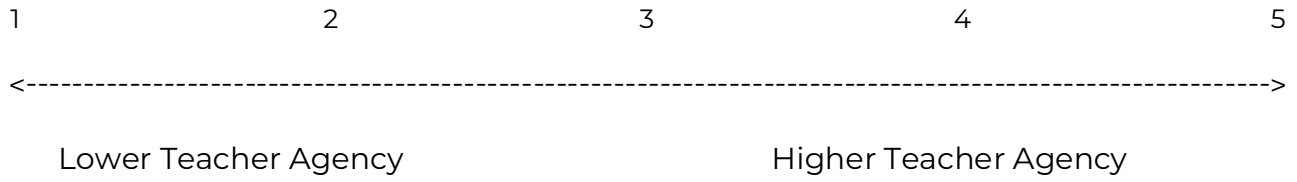
|   | Teacher: | Teacher: |
|---|----------|----------|
| Name a few variables that support students' learning.   |          |          |
| What is your view on the optimal classroom learning environment?  |          |          |
| What talents do you bring as a teacher that you know can maximize the learning process for your students? |          |          |
| What is the best way to address students' learning differences?   |          |          |

Shared Vision:

|  |
|--|
|  |
|--|

**FIGURE 4.3** Shared Vision planning template, adapted from *Elevating Co-teaching Through UDL*, Elizabeth Stein.

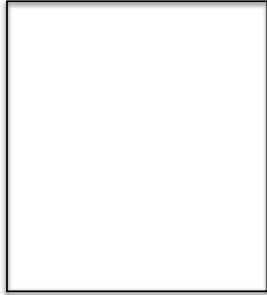
## Levels of Teacher Agency Scale



**FIGURE 5.1** Levels of teacher agency scale.

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

My Super Solver:



Thank you for...



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**FIGURE 6.3** Template used to support students in writing “thank you” in Rachel’s classroom community (Sharpstein 2017).

**SUPER SOLVER**

To: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Love: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**FIGURES 6.4 AND 6.5** Templates used to support students in writing affirmations to one another in Rachel's classroom community (Sharpstein 2017).

|   |  |
|---|--|
| <p style="text-align: center;">This journal belongs to:</p> <hr/> <p>This journal is a daily record of my experiences, observations, and feelings. This is a way I can process the world around me.</p> <hr/> <p><b>Things I can write about:</b></p> <ul style="list-style-type: none"><li>★ feelings</li><li>★ ideas</li><li>★ wonderings</li><li>★ things I did</li><li>★ things I want to do</li><li>★ drawings</li><li>★ respond to a book</li><li>★ write a story</li></ul> |  |
|---|--|

**FIGURE 6.8** Journal jots sample A.



# Journal Jots



How do I feel today?

I feel \_\_\_\_\_ today





because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ •

**FIGURE 6.9** Journal jots sample B.

Kindness  
Conductors

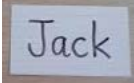
1. Make a heart. 
2. Write your name. 
3. Write one way you can show kindness on it. 
4. Decorate it. 

**FIGURE 6.10** Kindness conductors student instructions.

## Emotion Illustrators

1. Choose one emotion from chart.



2. Write your name on the back of index card. 

3. Write the emotion word nice and big. 

4. Draw an emoji to match the emotion. 

**FIGURE 6.12** Emotion illustrators station.

Appreciation Station



Thank  
You  
Cards

Write a card to thank a friend for a kind thing they did for you.

How did it make you feel?

Show them you care!

**FIGURE 6.13** Appreciation station.

**TABLE 8.2** Planning for your current students in today's world.

| Issue(s) and Data  | Community Happenings/Situational Context  | Areas of Study, Including Texts, Materials, and Other Resources  | Actions, Experiences, and Projects   | Connected Topics and Further Areas to Study  |
|--|---|--|--|--|
| <p>School closure, COVID-19 global pandemic, social gaps between kids</p> <p>Kids' comments:</p> <ul style="list-style-type: none"> <li>■ If you eat Chinese food, you'll get COVID! –9 year old</li> <li>■ I miss school.</li> <li>■ Playing with one friend is hard.</li> <li>■ Playing with many friends is wayyyy better. –6 year old</li> </ul> | <p>After a series of varied messages from the school district regarding COVID-19 school closures, students were no longer able to see each other regularly at school. Teachers across the city were told to not address COVID-19 directly, and many students in the lower grades overheard from older kids at the school that the “germs had come from China.” One child overheard another child say that if they ate Chinese food, they would get COVID. When school buildings officially closed, and all students learned remotely, first graders said they didn't like playing with only one friend. They said they liked playing with “<i>many</i> friends.” Currently, there is a social gap with many kids who continued to attend hybrid learning, vs. kids who were fully remote last year.</p> | <ul style="list-style-type: none"> <li>■ Germ theory: What are germs and how they spread video.</li> <li>■ How much is one million? (Five million germs live on one hand!)</li> <li>■ Created a class infographic for the 3 Ws.</li> <li>■ Geography lesson.</li> <li>■ What are stereotypes?</li> <li>■ Individual in connection to society (narrative writing).</li> <li>■ Intentional peer relationship support in class/recess.</li> </ul> | <ul style="list-style-type: none"> <li>■ Self-accountability for disease prevention, school-wide handwashing campaign.</li> <li>■ Science-based information sharing; PSA on family's social media.</li> <li>■ Outdoor playgroup.</li> <li>■ Acquiring and diversifying recess, supplies.</li> <li>■ Developing explicit emotional literacy centers.</li> </ul> | <ul style="list-style-type: none"> <li>■ Identity: Who are my ancestors?</li> <li>■ How do we help more classmates get to play with us outside?</li> <li>■ Why didn't the president wear a mask?</li> <li>■ Loss.</li> <li>■ Competing ideas on what is “fact.”</li> </ul> |

Loosely adapted from Vivian Maria Vasquez, *Negotiating Critical Literacies with Young Children* (2004).