



the **Change** Agent

*An Adult Education Magazine
for Social Justice*



Using the “Talking about Race” Issue in the Classroom



*New England Literacy
Resource Center*



WORLD EDUCATION

changeagent.nelrc.org

Contact People

Webinar Facilitator

Cynthia Peters

Editor of *The Change Agent*

cpeters@worlded.org

617.482.9485 x3649

Webinar Host

Ben Bruno

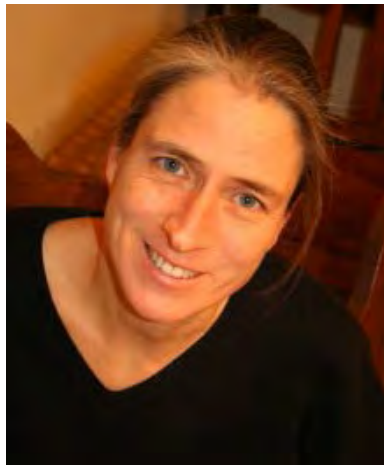
Media Specialist

bbruno@worlded.org

617.482.9485 x3629

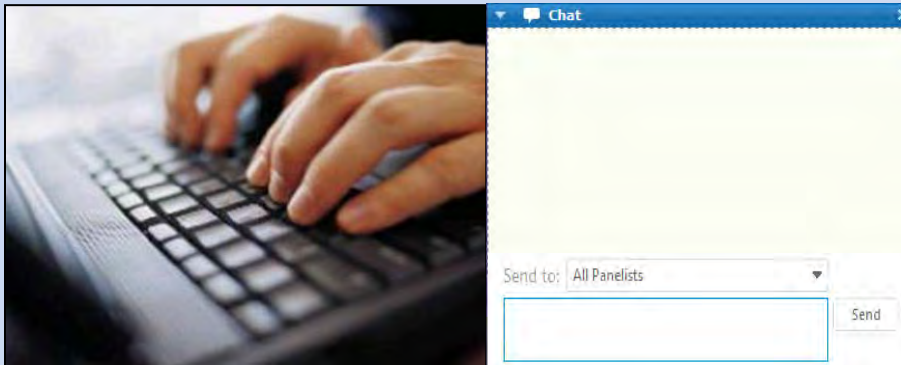


*New England Literacy
Resource Center*

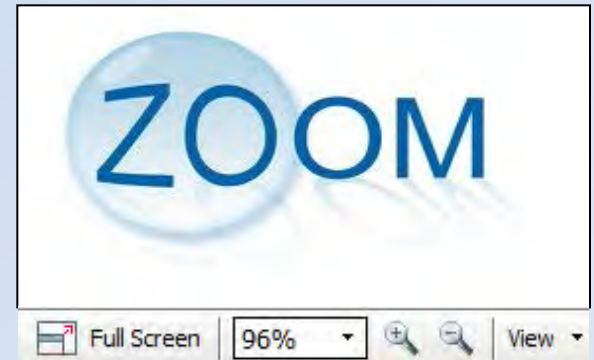


Webinar Tools

Use chat box for discussion

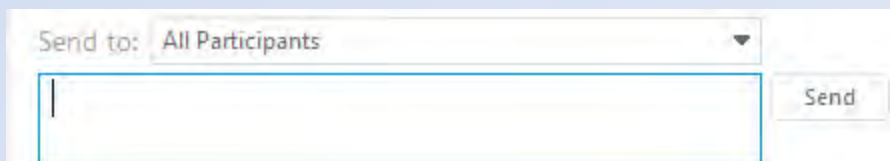


Adjust Screen



Write your questions in the chat box.

*Please remember to please send chats to “**all participants**” **NOT** “all attendees.”*



Welcome to our Special Guests from Pima Community College Adult Basic Education in Arizona

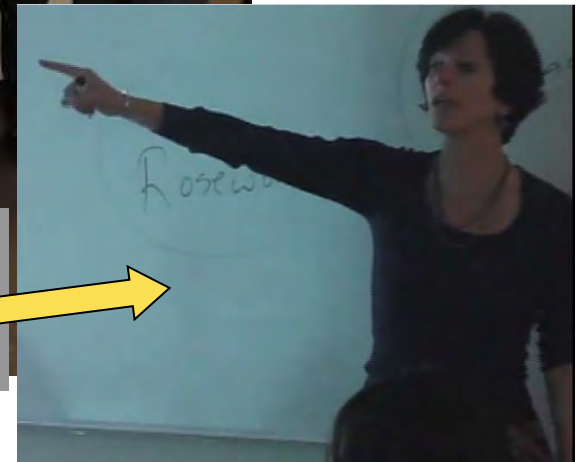
Matias



Hazel

Mireya

Kathy



***The Change Agent* is available in print (individual or bulk subscriptions), and selected articles are available in audio**



ONLINE access is free...



*...if you are in a
state-funded
program in New
England. Contact
us to find out how
to get access.*

ONLINE access is low cost...



*...if you live outside
New England. Visit
our website to find
out how to get one
or multiple online
subscriptions.*

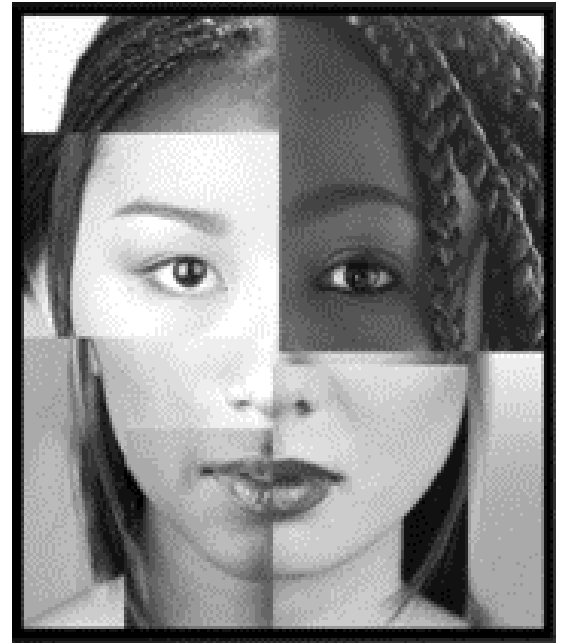
changeagent.nelrc.org

In this webinar, you will:

- A. Familiarize you with CCR-aligned lesson ideas from this issue.
- B. Hear from our special guests – a student, teachers, and a student leadership council facilitator– about how using *The Change Agent*:
 1. engages students with its peer-written content that is relevant to adult learners,
 2. provides inspiring and interesting content for teaching basic skills
 3. helps develop leadership in a variety of ways

Warm-Up

- how do you identify by race?
- how are you perceived?
- does the identity of the instructor impact the teaching environment with respect to race-related issues? If so, how?



First, I am going to show you a few specific pieces from the Race issue. These pieces are:



- Designed to teach basic skills while engaging the learner in something that matters.
- Help teachers make sure they are addressing CCR skills.
- Provide opportunities for critical thinking and a sense of personal agency.

We Were on Our Honeymoon

But No One Believed We Were Paying Customers

Roxana Martinez

In June of 2012, my husband and I, who are from El Salvador, went to Miami for our honeymoon. We spent two weeks in a hotel there. Sadly, the hotel staff did not treat us fairly.

On several occasions the security guards questioned us about our stay at the hotel. Several times, they asked to see our identification and asked us about our room number. They acted as if we could not possibly be paying customers. When we sat in the dining room, the waiter served everyone except us. He totally ignored us. We were both upset because he was discriminating against us.

We were sad that the hotel staff discriminated against us on our honeymoon. It is an example of racism. We were treated differently because of our race. In my opinion, racism in the United States continues to be a big problem.



LEVEL 6

Roxana Martinez is an ESOL student in Fayetteville, AR.

Evaluate the Text

What argument is Roxana making? _____

What details does she provide to back it up? List three details here:

1. _____

2. _____

3. _____

Do you think she makes her case well? If yes, why? If no, how could she

Black People & Institutional Racism

Lisa Gimbel

Before you read...

1. Think about the vocabulary: institutional, suspend, expel.



2. Discuss what we mean by “institutions.” Some institutions are: schools, the media, prisons, the courts, and work. What are some other examples of institutions in the U.S.?
3. Look at the pictures and skim the headings. Every heading says “...while black.” Why?



1. Being in Preschool While Black

Black children are punished much more than white children. For example, 50% of children suspended in preschool are black, even though only 18% of children in preschool are black.

LEVEL 6



2. Being in School While Black

Forty percent of children expelled from elementary, middle school, and high school are black. Unfair punishment gets more serious, too. The schools refer students to the police! Sixty-five percent of children referred to the police are Black or Latino, according to the Department of Education.

3. Doing a Science Project While Black

Research shows 75% of all people in the U.S. have racial bias. They automatically connect black people with “dangerous or aggressive” behavior. For example, Kiera Wilmot (picture below) is a 16-year old girl who lives in Florida. She was arrested at school when the top came off of her chemistry experiment and smoke came out. No people or things were hurt, but the police arrested her and took her away in handcuffs. She was suspended from school for 10 days and charged with two felonies.





4. Driving While Black

Blacks and whites break traffic laws equally. They are not arrested equally, though. For example, on the New Jersey Turnpike, 15% of drivers are black, but 40% of people stopped for breaking traffic laws are black. It's worse, though. Seventy-three percent of people arrested on the New Jersey Turnpike are black.

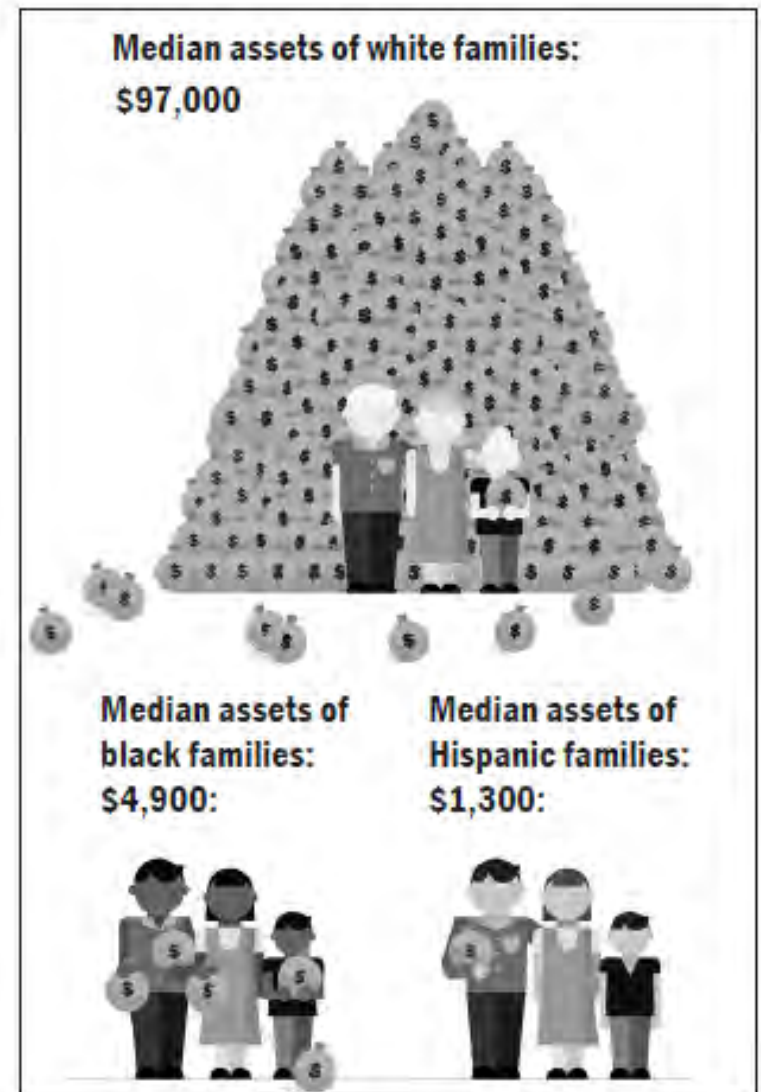
5. Getting a Call-Back While Black

Black people who graduated from college have difficulty finding jobs twice as often as white people. Why? One reason is that people with black-sounding names have to send out almost twice as many applications as people with white-sounding names, just to get a response to their resume. After finally getting an interview, black people are called back to talk with the company again only 14% of the time. White people are invited back 34% of the time. Remember how the schools and police work together? When a person has a criminal record, it's even harder to get a job, especially if a person is black.



6. Trying to Survive While Black

Is this just a personal problem? No. The average black or Latino family has less cars, property, and money than the average white family. Without the assets white families have, many black families have to rely on landlords, banks, and credit card companies. These institutions also work against black people and people of color. It is difficult to escape institutional racism. The cycle continues.



After You Read...

- What argument is the writer making?
- Which statistics are especially interesting? Why?
- Do some research to find facts that further support the author's claims or disprove her claims.
- In the introduction, the author says that institutional racism impacts basic human rights. Use the text to explain how that could be true.

Defending my Son against Racism

Daffeh Fatou

When my son went to public school, some children tore his books and bullied him. They made fun of his name and called him an “African Boodie Scratcher”! One boy kept making fun of his name and changing the letters around to something very rude. The teacher didn’t do anything. She said that my son was being a troublemaker. But he never started any of the trouble!

It happened more than 10 times. We had many meetings with the teacher about this problem. She never did anything to help. If this same

thing happened with other people, I think the teacher would have done something more quickly.

Finally, we had a meeting that included the teacher and the principal. The principal told the teacher that she

Confronting the teacher and the principal was hard. But it was even harder for me to see what my son was going through.



Before this happened, I always believed whatever a teacher said. That was my mistake. I even decided to volunteer at that school, to see what was going on there. That’s how I realized that my son was being bullied and that the teacher’s story was wrong. I became a Learning L

LEVEL 5

Write to Daffeh!

- In your letter, notice how this experience helped her grow and change as a parent.
- Acknowledge the efforts she made on behalf of her son. Base your observations on the text.
- Share with Daffeh your experience of advocating for your child or someone else you know. How did it change you or affect you?
- In your writing, use temporal language (first, later, finally) and transition words (consequently, furthermore). See p. 49 for more ideas.

David Diaz

I believe that no human being is born racist. People learn these behaviors because they are taught to us. Before I got full custody of my son, I noticed that when we were out in public, if an African American, or anyone with a dark complexion would walk by, Jyezeah would stop being talkative and stop being happy. I could

I believe that no human being is born racist. People learn these behaviors because they are taught to us.

I don't know if I have a fear towards a specific race. I'm not sure I had something to do with it. I'm not sure grateful he is now in my custody, because that he no longer lives in him.

In Social Studies class I have been reading about the Declaration of Independence and how

YOU READ, COMPLETE THE SEV

David noticed

David noticed _____
The media has the right to _____
Now: write about a strategy you _____



Division among Us

Joseph Fimbres

Racism has been a divider among people for many years. I have seen people of color treated like they are less than human. I have seen white people try to put themselves above the law and above other people. I have experienced it for myself. A white police officer treated me with a disrespectful attitude because I am Hispanic.

On a Sunday morning, while on my way to church, a police officer got behind my truck and began to run my plates. Then he followed me to church, trying to pull me over. I wasn't break-

There are no winners on either side of racism; it's a lose-lose situation.

it personally. I allowed it rob me of my joy, peace, and sound mind.

When I pulled in to the church parking lot and got out of my truck with my wife, I began to rehearse this offense over and over in my mind to the point that I wanted to explode. I needed to talk to someone, so I talked with my pastor and told him what had happened. Once we were done talking, I felt better and I was able to let it go. This situation helped me to grow up and mature spiritually. God used it as a character-builder in my life. In my past, this would have gone a completely different way.

AFTER YOU READ, COMPLETE THE SENTENCES BELOW TO DEMONSTRATE COMPREHENSION:

Joseph felt robbed of _____.

Joseph feels that racism causes _____, so he _____.

HOW TO DEMONSTRATE COMPREHENSION:
Joseph feels that racism causes _____, so he _____.
_____, but he believes that _____.
Now, write about a strategy you use to return to a feeling of peace after being attacked.

Black Lives Do Matter

Jeff Cunningham

In this essay, I'm going to explain why I think the Black Lives Matter (BLM) movement is a good thing. It keeps the police in check and reminds them they are not above the law. I also think there needs to be a voice out there to stand up for those who have been wrongfully murdered by the police. Lastly, I think the BLM movement might, like other mass movements in the past, have enough change things for the better.



I strongly believe wholeheartedly that God created all mankind equally in His image. There are no winners on either side of racism; it's a lose-lose situation. Any man, regardless of race, loses his God-given identity when he chooses to act in a racist way because it boosts false pride and destroys his integrity. We as a nation under God are bringing division among ourselves, and we are hurting ourselves as a people and as a nation.

The only thing that racism brings is division, strife, hate, and bitterness. Clearly, then, there is no room for love, unity, and friendships among races — only discord.

In conclusion, even though there are still people out in the world that live this way, I believe that if I walk in love, I can lead by example and help break the cycle of racism where I live. I pray that other people will do the same.

Joseph Fimbres is a GED student at Pima College Adult Education in Tucson, Arizona. He and his wife are involved in Celebrate Recovery, a Christian-based 12-step program. Joseph wants to use his GED credential to increase his opportunities to help people who, in his words, are broken.



they are all powerful until we stand up together
and demand that they be held accountable.

Many Voices More Powerful than One

One person's voice usually doesn't hold much weight, but when people unite many voices into one, they have more power. For example, in Albuquerque, New Mexico, where police have a history of killing unarmed victims, people in the commu-

Matter vs. All Lives Matter

...movement emphasize **black** lives instead of **all** lives?
 ...posite, "When Black people get free, everybody gets free.
 ...an your life isn't important—it means that Black lives,
 ...ue within White supremacy, are important to your libera-
 ...Black people and our allies to take up the call that Black
 ...g Black lives are more important than other lives, or that
 ...ized and oppressed in various ways. We remain in active
 ...d people who are fighting for their liberation and we know that
 ...ed."
 ... – from <blacklivesmatter.com>

- from <blacklivesmatter.com>

LEVEL 7-9

What do you think?

- Use the chat box to share some of your thoughts about how it might be challenging to bring these topics into the classroom.
- What ideas do you have for teaching with these materials?



You Want Me to Do *What*?



Yes, We Can Talk about Race in the Classroom!

Race can be a hard topic, but it is important. When we talk about race, we might remember painful experiences. But we might also be inspired by people's courage. Talking about race helps us understand history and current events in the U.S. It helps us support our children and our communities. It helps us build community in the classroom. This ABE class at El Rio Learning Center in Tucson, AZ, studied race. Here is what students said about it:

Racism in History and Today

I first started to hear about race when I came to the U.S. It is hard to see our community and our people suffer because of race. Racism started a long time ago — with slavery and then segregation. Today, racism continues. I turn on the TV, and I hear about race all the time. I don't like

We Need to Teach Our Children

We need to teach our children to treat everyone the same. We want them to see everyone as an equal. In America, talking about race can be risky, but we should do it anyway so that we can all learn to fight racism.

— Matias Rodriguez

Matias

- Having that hard conversation in the classroom. How can teachers learn from the incident Matias describes?
- “Existing while Black” (p. 5 of *The Change Agent*) offers an explanation.



Writing about Race

- Gather evidence from history, science, and popular culture first.
- Share with your community what you have learned about race and what actions they will be taking, including:
 - Conducting research
 - History
 - Science
 - Transferring knowledge

Writing about Race

- Gather evidence from a variety of sources first.
- Share with others what you have learned about what academics they will be writing about, including:
 - Conducting research
 - History
 - Science
 - Transferring knowledge

Writing about Race

- Gather evidence from a variety of sources first.
- Share with others what you have learned about what academics they will be writing about, including:
 - Conducting research
 - History
 - Science
 - Transferring knowledge

Writing about Race

- Gather evidence from a variety of sources first.
- Share with others what you have learned about what academics they will be writing about, including:
 - Conducting research
 - History
 - Science
 - Transferring knowledge

Writing about Race

- Gather evidence from a variety of sources first.
- Share with others what you have learned about what academics they will be writing about, including:
 - Conducting research
 - History
 - Science
 - Transferring knowledge

[illegible][illegible]

Writing about Race

- Gather evidence from various sources first.
- Share with others what you have learned so far, and what academic skills they will bring to bear, including:
 - Conducting research
 - History
 - Science
 - Transferri

Writing about Race

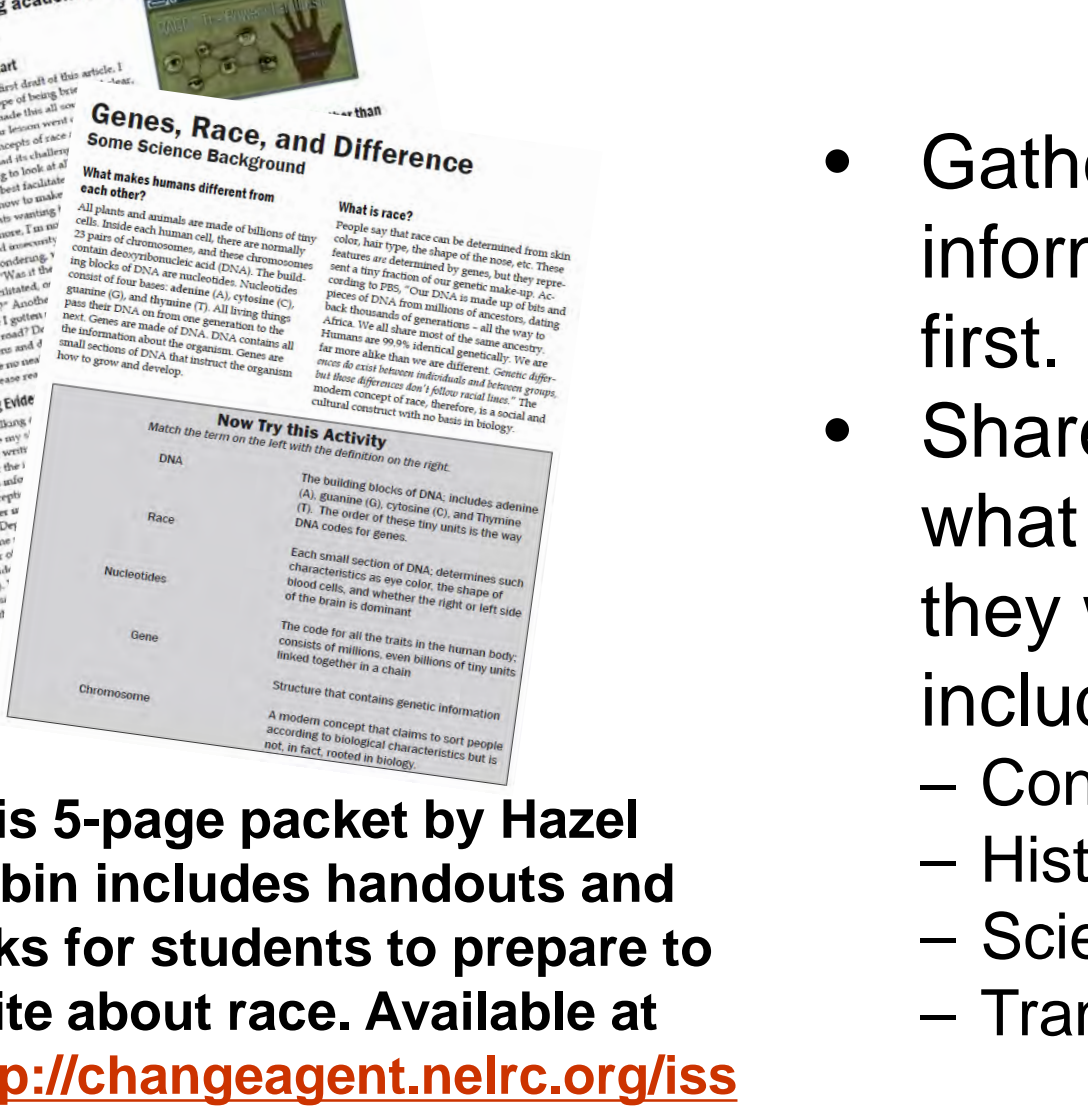
- Gather evidence from multiple sources first.
- Share with others what you have learned so far, and what academic skills they will bring to bear, including:
 - Conducting research
 - History
 - Science
 - Transferri

Writing about Race

- Gather evidence from history, science, and popular culture first.
- Share with your community what you have learned about race and what actions they will be taking, including:
 - Conducting research
 - History
 - Science
 - Transferring knowledge

Writing about Race

- Gather evidence from a variety of sources first.
- Share with others what you have learned about what academics they will be writing about, including:
 - Conducting research
 - History
 - Science
 - Transferring knowledge



Writing about Race
And addressing academic needs at the same time
Hazel Diana Robin

A Note Before We Start
After re-reading my first draft of this article, I realized that in the hope of being brief I had inadvertently made them all seem as though this particular lesson went on all, talking about concepts of race / the classroom has had its challenge / learning. I'm having to look at all / know, like how to best facilitate / them in class and how to make / relevant to students wanting / planus. Furthermore, I'm not / of discomfort and innocence / return to class. "Was it the / content was facilitated, or / up in their life?" Another / for me: "Have I gotten / go down this road? Do / other questions and d / and there are no nes / that said, please res

Genes, Race, and Difference
Some Science Background

What makes humans different from each other?
All plants and animals are made of billions of tiny cells. Inside each human cell, there are normally 23 pairs of chromosomes, and these chromosomes contain deoxyribonucleic acid (DNA). The building blocks of DNA are nucleotides. Nucleotides consist of four bases: adenine (A), cytosine (C), guanine (G), and thymine (T). All living things pass their DNA on from one generation to the next. Genes are made of DNA. DNA contains all the information about the organism. Genes are small sections of DNA that instruct the organism how to grow and develop.

What is race?
People say that race can be determined from skin color, hair type, the shape of the nose, etc. These features are determined by genes, but they represent a tiny fraction of our genetic make-up. According to PBS, "Our DNA is made up of bits and pieces of DNA from millions of ancestors, dating back thousands of generations - all the way to Africa. We all share most of the same ancestry. Humans are 99.9% identical genetically. We are far more alike than we are different. Genetic differences do exist between individuals and between groups, but these differences don't follow racial lines." The modern concept of race, therefore, is a social and cultural construct with no basis in biology.

Now Try this Activity
Match the term on the left with the definition on the right.

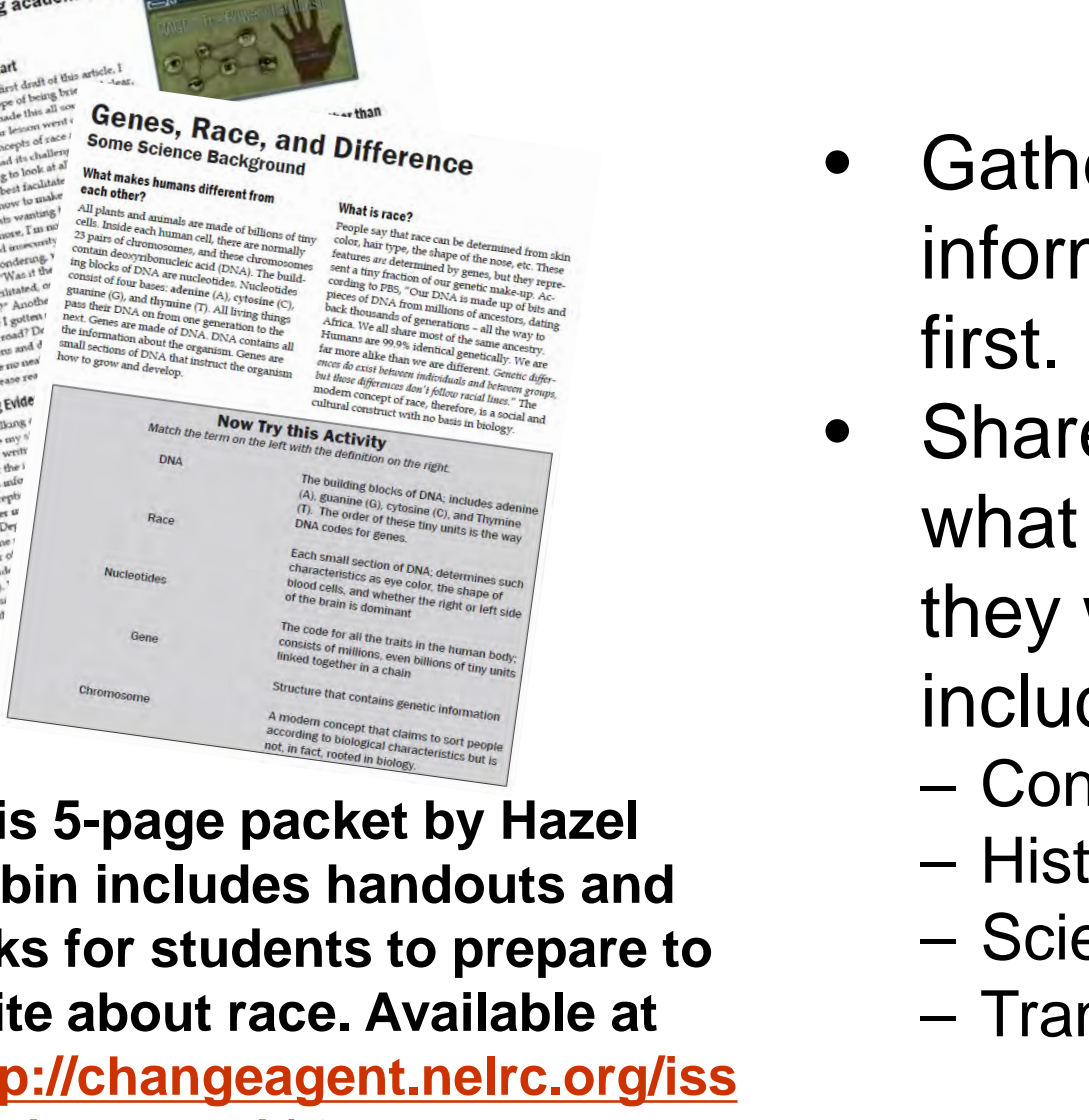
DNA	The building blocks of DNA: includes adenine (A), guanine (G), cytosine (C), and thymine (T). The order of these tiny units is the way DNA codes for genes.
Race	Each small section of DNA: determines such characteristics as eye color, the shape of blood cells, and whether the right or left side of the brain is dominant
Nucleotides	The code for all the traits in the human body: consists of millions, even billions of tiny units linked together in a chain
Gene	Structure that contains genetic information
Chromosome	A modern concept that claims to sort people according to biological characteristics but is not, in fact, rooted in biology.

Gathering Evidence
Because talking / to prepare my / about the writ / Agent for the / students who / misconcept / After a / Civics Day / do some / Power of / the vide / tube). / webst / for th

This 5-page packet by Hazel Robin includes handouts and links for students to prepare to write about race. Available at <http://changeagent.nelrc.org/issues/issue-42/> (if you have an online subscription).

Writing about Race

- Gather evidence from a variety of sources first.
- Share with others what you have learned about what academics they will be writing about, including:
 - Conducting research
 - History
 - Science
 - Transferring knowledge



Writing about Race
And addressing academic needs at the same time
Hazel Diana Robin

A Note Before We Start
After re-reading my first draft of this article, I realized that in the hope of being brief I had inadvertently made them all seem as though this particular lesson went on all, talking about concepts of race / the classroom has had its challenge / learning. I'm having to look at all / know, like how to best facilitate / them in class and how to make / relevant to students wanting / planus. Furthermore, I'm not / of discomfort and innocence / return to class. "Was it the / content was facilitated, or / up in their life?" Another / for me: "Have I gotten / go down this road? Do / other questions and / and there are no / that said, please res

Genes, Race, and Difference
Some Science Background

What makes humans different from each other?
All plants and animals are made of billions of tiny cells. Inside each human cell, there are normally 23 pairs of chromosomes, and these chromosomes contain deoxyribonucleic acid (DNA). The building blocks of DNA are nucleotides. Nucleotides consist of four bases: adenine (A), cytosine (C), guanine (G), and thymine (T). All living things pass their DNA on from one generation to the next. Genes are made of DNA. DNA contains all the information about the organism. Genes are small sections of DNA that instruct the organism how to grow and develop.

What is race?
People say that race can be determined from skin color, hair type, the shape of the nose, etc. These features are determined by genes, but they represent a tiny fraction of our genetic make-up. According to PBS, "Our DNA is made up of bits and pieces of DNA from millions of ancestors, dating back thousands of generations - all the way to Africa. We all share most of the same ancestry. Humans are 99.9% identical genetically. We are far more alike than we are different. Genetic differences do exist between individuals and between groups, but these differences don't follow racial lines." The modern concept of race, therefore, is a social and cultural construct with no basis in biology.

Now Try this Activity
Match the term on the left with the definition on the right.

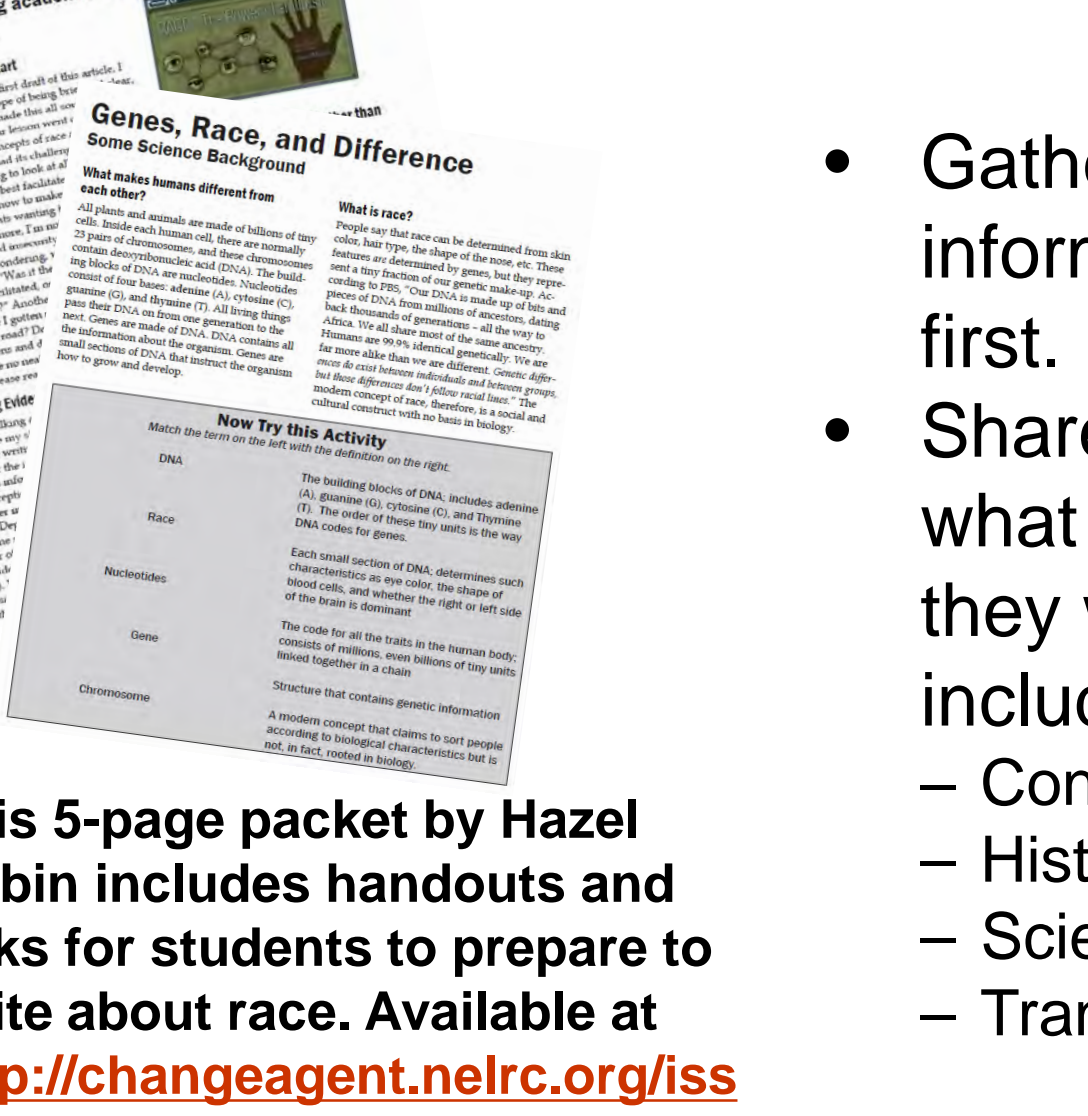
DNA	The building blocks of DNA: includes adenine (A), guanine (G), cytosine (C), and thymine (T). The order of these tiny units is the way DNA codes for genes.
Race	Each small section of DNA: determines such characteristics as eye color, the shape of blood cells, and whether the right or left side of the brain is dominant
Nucleotides	The code for all the traits in the human body: consists of millions, even billions of tiny units linked together in a chain
Gene	Structure that contains genetic information
Chromosome	A modern concept that claims to sort people according to biological characteristics but is not, in fact, rooted in biology.

Gathering Evidence
Because talking / to prepare my / about the writ / Agent for the / students who / misconcept / After a / Civics Day / do some / Power of / the vide / tube). / web / for th

This 5-page packet by Hazel Robin includes handouts and links for students to prepare to write about race. Available at <http://changeagent.nelrc.org/issues/issue-42/> (if you have an online subscription).

Writing about Race

- Gather evidence from a variety of sources first.
- Share with others what you have learned about what academics they will be writing about, including:
 - Conducting research
 - History
 - Science
 - Transferring knowledge



Writing about Race
And addressing academic needs at the same time
Hazel Diana Robin

A Note Before We Start
After re-reading my first draft of this article, I realized that in the hope of being brief I had inadvertently made them all seem as though this particular lesson went on all, talking about concepts of race / the classroom has had its challenge / learning. I'm having to look at all / know, like how to best facilitate / them in class and how to make / relevant to students wanting / planus. Furthermore, I'm not / of discomfort and innocence / return to class. "Was it the / content was facilitated, or / up in their life?" Another / for me: "Have I gotten / go down this road? Do / other questions and d / and there are no nes / that said, please res

Genes, Race, and Difference
Some Science Background

What makes humans different from each other?
All plants and animals are made of billions of tiny cells. Inside each human cell, there are normally 23 pairs of chromosomes, and these chromosomes contain deoxyribonucleic acid (DNA). The building blocks of DNA are nucleotides. Nucleotides consist of four bases: adenine (A), cytosine (C), guanine (G), and thymine (T). All living things pass their DNA on from one generation to the next. Genes are made of DNA. DNA contains all the information about the organism. Genes are small sections of DNA that instruct the organism how to grow and develop.

What is race?
People say that race can be determined from skin color, hair type, the shape of the nose, etc. These features are determined by genes, but they represent a tiny fraction of our genetic make-up. According to PBS, "Our DNA is made up of bits and pieces of DNA from millions of ancestors, dating back thousands of generations - all the way to Africa. We all share most of the same ancestry. Humans are 99.9% identical genetically. We are far more alike than we are different. Genetic differences do exist between individuals and between groups, but these differences don't follow racial lines." The modern concept of race, therefore, is a social and cultural construct with no basis in biology.

Now Try this Activity
Match the term on the left with the definition on the right.

DNA	The building blocks of DNA: includes adenine (A), guanine (G), cytosine (C), and thymine (T). The order of these tiny units is the way DNA codes for genes.
Race	Each small section of DNA: determines such characteristics as eye color, the shape of blood cells, and whether the right or left side of the brain is dominant
Nucleotides	The code for all the traits in the human body: consists of millions, even billions of tiny units linked together in a chain
Gene	Structure that contains genetic information
Chromosome	A modern concept that claims to sort people according to biological characteristics but is not, in fact, rooted in biology.

Gathering Evidence
Because talking / to prepare my / about the writ / Agent for the / students who / misconcept / After a / Civics Day / do some / Power of / the vide / tube). / webst / for th

This 5-page packet by Hazel Robin includes handouts and links for students to prepare to write about race. Available at <http://changeagent.nelrc.org/issues/issue-42/> (if you have an online subscription).

Writing about Race

- Gather evidence from history, science, and popular culture first.
- Share with your community what you've learned about race and what actions they will be taking, including:
 - Conducting research
 - History
 - Science
 - Transferring knowledge

Writing about Race

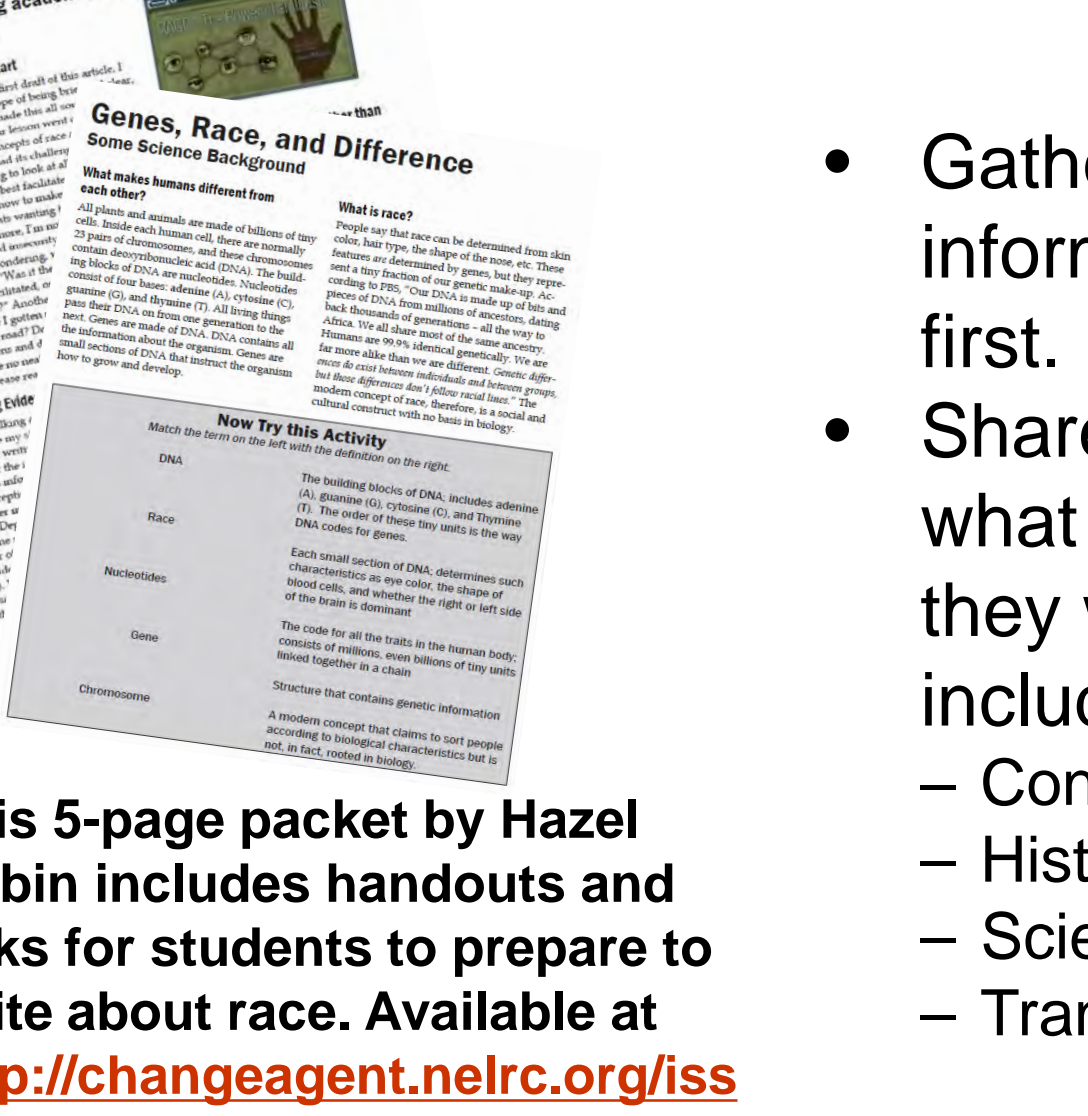
- Gather evidence from history, science, and popular culture first.
- Share with your community what you've learned about race and what actions they will be taking, including:
 - Conducting research
 - History
 - Science
 - Transferring knowledge

Writing about Race

- Gather evidence from multiple sources first.
- Share with others what you have learned so far, and what academic skills they will bring to bear, including:
 - Conducting research
 - History
 - Science
 - Transferri

Writing about Race

- Gather evidence from a variety of sources first.
- Share with others what you have learned about what academics they will be writing about, including:
 - Conducting research
 - History
 - Science
 - Transferring knowledge



Writing about Race
And addressing academic needs at the same time
Hazel Diana Robin

A Note Before We Start
After re-reading my first draft of this article, I realized that in the hope of being brief I had inadvertently made them all seem as though this particular lesson went on all, talking about concepts of race / the classroom has had its challenge / learning. I'm having to look at all / know, like how to best facilitate / them in class and how to make / relevant to students wanting / planus. Furthermore, I'm not / of discomfort and innocence / return to class. "Was it the / content was facilitated, or / up in their life?" Another / for me: "Have I gotten / go down this road? Do / other questions and d / and there are no nes / that said, please res

Genes, Race, and Difference
Some Science Background

What makes humans different from each other?
All plants and animals are made of billions of tiny cells. Inside each human cell, there are normally 23 pairs of chromosomes, and these chromosomes contain deoxyribonucleic acid (DNA). The building blocks of DNA are nucleotides. Nucleotides consist of four bases: adenine (A), cytosine (C), guanine (G), and thymine (T). All living things pass their DNA on from one generation to the next. Genes are made of DNA. DNA contains all the information about the organism. Genes are small sections of DNA that instruct the organism how to grow and develop.

What is race?
People say that race can be determined from skin color, hair type, the shape of the nose, etc. These features are determined by genes, but they represent a tiny fraction of our genetic make-up. According to PBS, "Our DNA is made up of bits and pieces of DNA from millions of ancestors, dating back thousands of generations - all the way to Africa. We all share most of the same ancestry. Humans are 99.9% identical genetically. We are far more alike than we are different. Genetic differences do exist between individuals and between groups, but these differences don't follow racial lines." The modern concept of race, therefore, is a social and cultural construct with no basis in biology.

Now Try this Activity
Match the term on the left with the definition on the right.

DNA	The building blocks of DNA: includes adenine (A), guanine (G), cytosine (C), and thymine (T). The order of these tiny units is the way DNA codes for genes.
Race	Each small section of DNA: determines such characteristics as eye color, the shape of blood cells, and whether the right or left side of the brain is dominant
Nucleotides	The code for all the traits in the human body: consists of millions, even billions of tiny units linked together in a chain
Gene	Structure that contains genetic information
Chromosome	A modern concept that claims to sort people according to biological characteristics but is not, in fact, rooted in biology.

Gathering Evidence
Because talking / to prepare my / about the writ / Agent for the / students who / misconcept / After a / Civics Day / do some / Power of / the vide / tube). / webst / for th

This 5-page packet by Hazel Robin includes handouts and links for students to prepare to write about race. Available at <http://changeagent.nelrc.org/issues/issue-42/> (if you have an online subscription).

- # Writing about Race
- Gather evidence from various sources first.
 - Share with others what you have learned about race, history, science, and transfer learning.
- This 5-page packet by Hazel Robin includes handouts and links for students to prepare to write about race. Available at <http://changeagent.nelrc.org/issues/issue-42/> (if you have an online subscription).

www.pbs.org/race

WGBH  [PBS HOME](#) [PROGRAMS A-Z](#) [TV SCHEDULES](#) [WATCH VIDEO](#) [DONATE](#) [SHOP PBS](#) [SEARCH PBS](#)

The online companion to California Newsreel's 3-part documentary about race in society, science & history

RACE - The Power of an Illusion



How valid are your beliefs about the human species?

[Learn More >](#)

[About the Series](#) [Background Readings](#) [Ask the Experts](#) [Resources](#)

Before Studying African American History



JASON: My stereotype about African Americans was negative.



AMAR: The media shows you that black people are gangsters and they carry guns.



JANE: My white real estate agent told me [that finding] a location without black people was the most important factor.



MILA: When I came here, I couldn't understand blacks. I thought, "Why are they talking about racism too much?"

After Studying African American History



ALEX (studied the prison system): I was shocked when I was doing research.



ASTER: Black people contributed to America. [They] are doctors, scientists, professors. I was so surprised.



JACKIE (studied black wall street): What [black people] have done — they never talk about in history.



SARINA: If you want to live in the U.S. or study in the U.S., I think [you] must study the history of African Americans.

How “talking about race” develops student leadership.

- Rhonda’s story in Student Leadership Council.
- “Barrios and Barriers” a Tucson Civil rights history presentation:
 - ✓ Facilitation skills
 - ✓ Empathy
 - ✓ Compassionate listening
 - ✓ Civil dialogue
 - ✓ Community connections



Write for *The Change Agent*

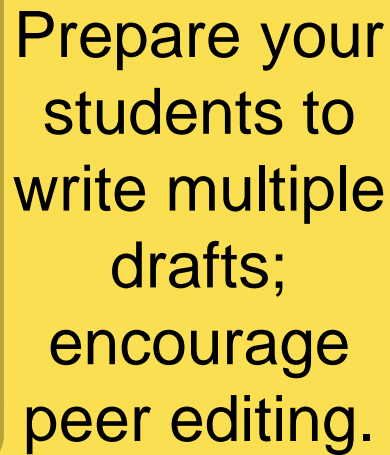
- “Call for Articles” includes engaging and relevant writing prompts. The theme of our next issue is “Transportation.”
- Students can write for a national magazine.
- Their story will be read by peers.
- They will experience “the editorial process,” including revisions, etc.
- Next writing deadline is May 6, 2016.

Download “Call for Articles” at:

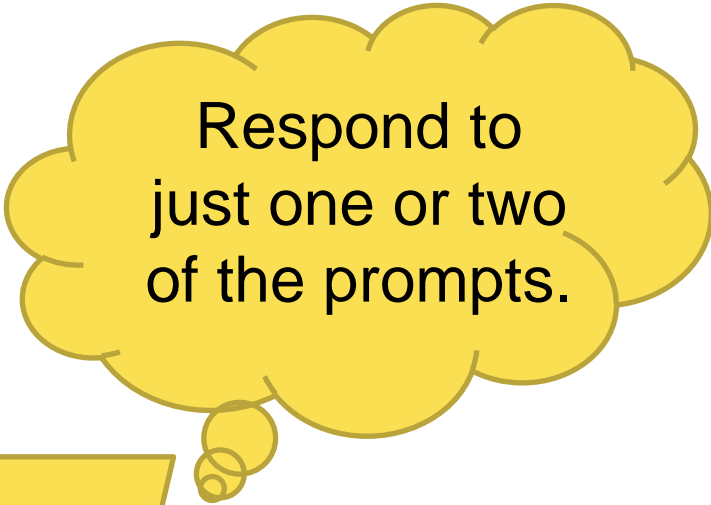
<http://changeagent.nelrc.org/write-for-us/>

Use the “Call for Articles” in Instruction

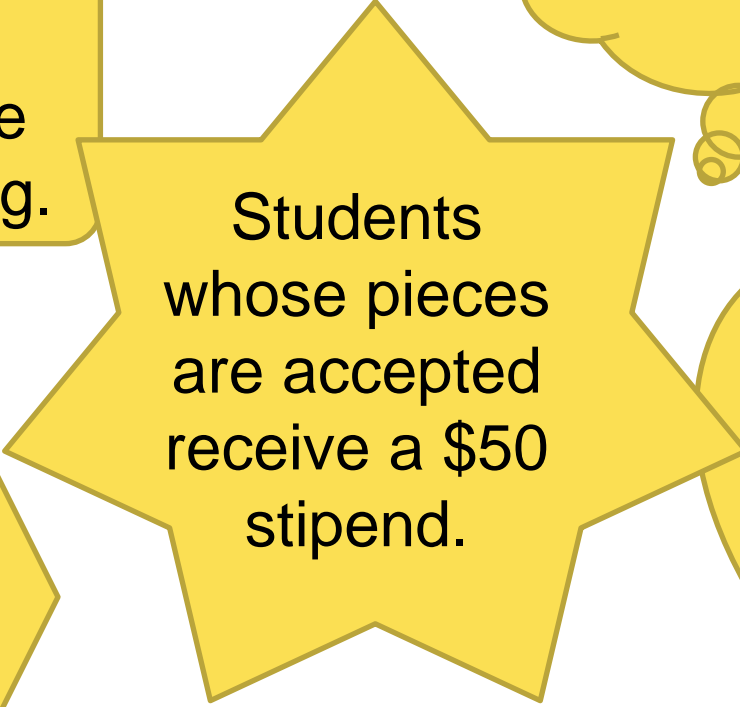
- Show copies of *The Change Agent* to students so they have a feel for the magazine that they’d be writing for.
- Allow them to peruse the magazine. Ask them to share what they notice about it, including:
 - Articles are of different lengths and targeted towards different levels.
 - Articles are written by other adult learners.
 - The content all pertains to a certain theme.
 - The magazine includes learners from the whole country.
 - What else might they notice?
- Before handing out the “Call for Articles,” ask students, “What do you think would be in a magazine that chose as its theme: *Transportation*?”



Prepare your students to write multiple drafts; encourage peer editing.




Respond to just one or two of the prompts.



Students whose pieces are accepted receive a \$50 stipend.



Warning!
We get 100s of submissions and can only accept about 30.



Speak from the heart! Write about something that matters.

Submitting Articles to *The Change Agent*



Each submission includes all relevant contact information for the student and the teacher.



Please email submissions as attachments.

Subscribing to *The Change Agent*



The Change Agent provides socially relevant content, powerful student writing that inspires discussion, and ready-to-use, CCR-aligned lesson plans - all oriented toward a multi-level audience. Subscribe now and receive a new issue every March and September. Include the online option in your order and receive full access to all of our back issues as well as our issue extras and growing collection of audio articles. See [sample pages](#) and [sample audio](#).



Individual
Get 1 copy
\$12 for 1 year, or
\$20 for 2 years

Electronic
Access PDFs of all the
magazines, audio, etc.
\$20 per teacher for 1 year, or
\$16 per teacher for 25 or
more teachers

Bulk
Get a set of 25
\$85 for 1 year, or
\$160 for 2 years

Finally...

A recording of this webinar will be available at changeagent.nelrc.org

Questions or comments? Contact Cynthia Peters cpeters@worlded.org, Matias Rodriguez at mrodriguez138@pima.edu, Hazel Robin at Hazel Robin drobin@pima.edu, Kathy Budway at kbudway@pima.edu, and Mireya Escamilla at mmgomez@pima.edu.



Thank you for participating!

