

the **Change** Agent

An Adult Education Magazine
for Social Justice



Using the
“When We Fight, We Win!”
Issue in the Classroom
a special collaboration
with SONG and AgitArte



New England Literacy
Resource Center



World
Education

changeagent.nelrc.org

Contact People

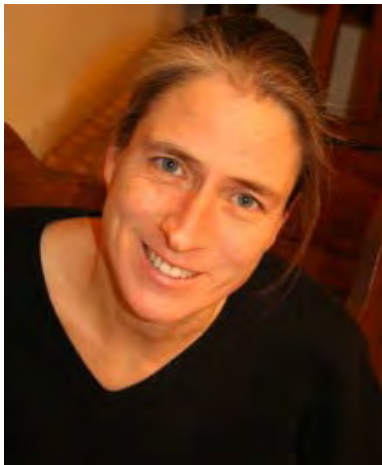
Webinar Facilitator

Cynthia Peters

Editor of *The Change Agent*

cpeters@worlded.org

617.482.9485 x3649



Webinar Host

Ben Bruno

Media Specialist

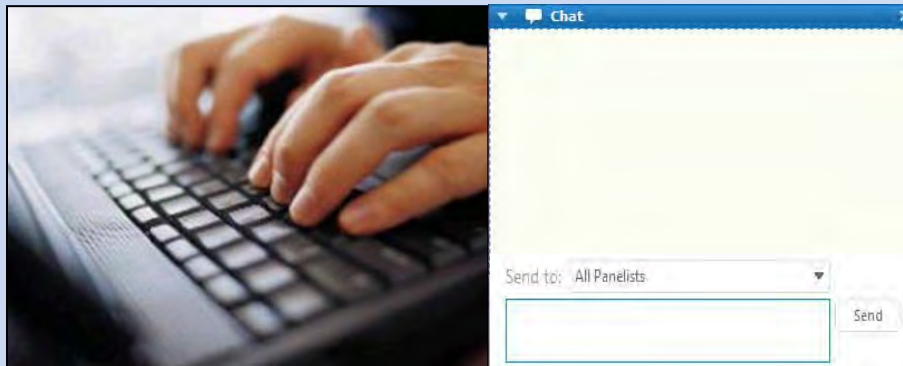
bbruno@worlded.org

617.482.9485 x3629

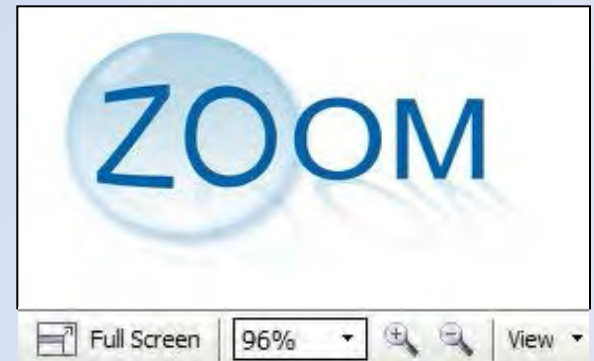


Webinar Tools

Use chat box for discussion



Adjust Screen

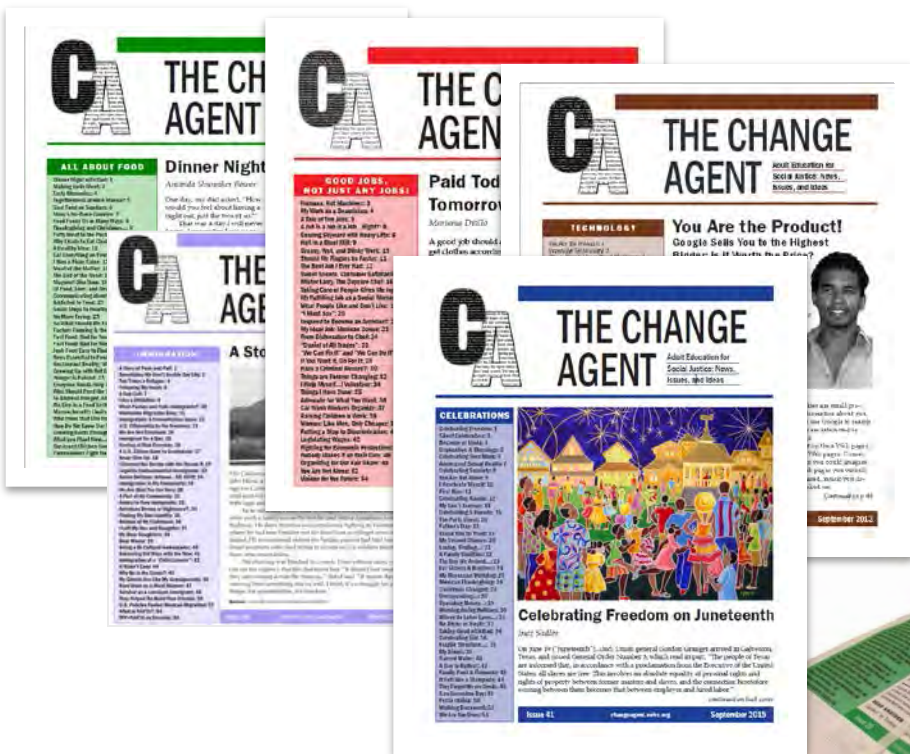


Write your questions in the chat
box.

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



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. Explore the value of using “text sets”
- B. Hear from a teacher (Dawn Jackson-Robinson) and a student (Annette Bowen) – both from Literacy Action, Inc. – about writing for *The Change Agent*.
- C. Get some ideas about how to bring LGBTQ topics into the classroom.



***The
editorial
board for
Issue
#44***

Warm-Up:

What are the ways we might win when we fight?



A. Text Sets*

- Research shows that students acquire vocabulary up to four times faster and extend their knowledge on a topic when they read a *series of related texts* (Landauer and Dumais).
- Sequence a variety of texts so that they build in a coherent and gradual process.
- Students become experts on the topic.

****With thanks to Rachel Etienne and Carol Coffey who presented this material at ACLS/SABES conference, October 2016.***

A Sample Text Set (from pp. 10-16)

INCREASE THE MINIMUM WAGE!

BEREKET LAGI

The federal government should increase the minimum wage from \$7.25 to \$15 per hour. In Arizona, the minimum wage is \$8.05 per hour. The minimum wage should be a living wage!

I am a full-time employee, and I'm still struggling to pay my expenses. I work so hard just to survive. At first, I wondered if I was wasting money. But I only spend money on essential things like food and housing. It is not my fault that I am so broke. It is the low minimum wage that makes my life so hard. And I am not the only one!

The minimum wage should be a living wage!

I have a friend who works two jobs to help himself and his family. He clocks out from one job, sleeps in his car for one hour, and then he clocks in to another job. I always asked myself why he worked so hard. But now I know. He makes minimum wage! I have another friend who worked in one company for almost for seven years, and the company paid him the same: \$8 dollars and a couple of cents per hour. He never got a raise.

Life should be about eight hours work, eight hours sleep, and eight hours to do other things. I know too many people who are missing out on all the important things in life, such as spending time with family, experiencing new things, and enjoying simple pleasures.

I'm fighting for myself, my friends, and all the other people who have these same issues by informing people of my story so that we can work together and make some changes in our community. I want the minimum wage to increase so we can all enjoy life and not spend 16 hours a day at work.

Bereket Lagi is a student at El Rio Learning Center in Tucson, Arizona. He comes from East Africa and has lived in Tucson for 6 years.



WHAT IS THE FIGHT FOR \$15?



Photo by Tess Scheffan

The Fight for \$15 started with just a few hundred fast food workers in New York City, striking for \$15 an hour and union rights.

Today, we're an international movement in over 300 cities on six continents of fast-food workers, home health aides, child care teachers, airport workers, adjunct professors, retail employees – and underpaid workers everywhere.

We strike because we can't feed our families, pay our bills or even keep a roof over our heads on minimum wage pay. When we first took to the streets, the skeptics called us dreamers. They said a \$15 wage was "unwinnable."

We didn't listen.

We won \$15 an hour across New York State and California and many cities in the U.S. We won't stop fighting until we turn every McJob into a REAL job.

That's the #FightFor15.

SOURCE: Adapted from [@fightfor15.org](#)

LISTEN to Samuel Horner-Williams tell his story and explain why he organizes. Scroll to the bottom of [@fightfor15.org/for-workers](#) to find his 2-minute video.

FIND OUT MORE resources for workers on this

RESPECT AND DECENT PAY

MAGALY MARTINEZ

In the early 1990s, when I was 16 years old, I worked in a factory in Los Angeles. My work in this company was to sort clothes by size and put them in boxes and then send them to stores. My pay was just \$4.00 per hour. I used to work 14 to 15 hours daily, and I sometimes worked weekends. I worked a lot of overtime but they never paid me time-and-a-half, which is against the law. My daily commute to work was very hard. I had to travel on two separate buses to get there. Going home was hard too because it was very dark and dangerous in East L.A.

As time passed, there were some changes to employee pay. The wages increased, and they started paying time-and-a-half if you worked more than 40 hours in one week. It was still not enough money to live on because everything is so expensive, and everyone struggles with monthly bills.

Some companies don't think about the safety of employees. They don't have a specific area where employees can have their drinks and food, and they don't give you a 30-minute break to eat. Also, if you get hurt they don't send you to the hospital because they don't want any responsibilities. That company that I worked for in L.A. never gave me any



health insurance. I remember that I carried heavy boxes all day long. I did not know that I was pregnant and I suffered a miscarriage. My boss got very nervous about the situation, but he didn't even call for an ambulance. He just told me, "Magaly, call somebody and you can go." That's what I did. My boyfriend came to pick me up, and he took me to the emergency room. I cried the whole way.

These companies make you work hard, but they don't respect your life. They know that you accept bad conditions because you need the money to support your family, and that is not right. I had a manager who called me "wet-back," and she laughed about me in front of customers. Everyone needs respect from our employers.

If these companies don't have employees to do the work for them, they won't be rich. Employees make these companies rich, so these companies need to appreciate their employees. Everyone deserves decent pay, a safe environment, affordable benefits, and respect. We need to help each other. That way, our voice can be heard, and we can have a better future. If employees had good jobs like this, they will go to work with pleasure and they will do a better job.

Magaly Martinez is a GED student at El Rio Community Center in Tucson, AZ. She is from Honduras.

FIGHTING BACK AGAINST WAGE THEFT

Many people have joined together to increase wages and improve conditions for garment workers. The Garment Worker Center in Los Angeles organizes garment workers for social and economic justice. FIND OUT more and WATCH some of their videos here: [<garmentworkercenter.org/media/videos>](#). Recently, they joined with other organizations and formed a coalition called The Los Angeles Coalition Against Wage Theft [<endwagetheftla.org>](#). This coalition fought to get the city to open an Office of Wage Standards. The office opened in July 2016. Their job is to make sure employers obey the law and pay their employees a fair wage.

- What do you think workers need to be able to fight back against poor conditions and low wages?
- Have you ever been a victim of wage theft? Tell or write your story.

FIND OUT what to do if you are currently a victim of wage theft. GO to [@www.dol.gov/whd](#) and find a Wage and Hour Division office near you. (There are 200 in the U.S.).

CONTACT a workers center near you to get support and get involved: [@www.iwj.org/worker-center-network](#)



LEVEL 5

LEVEL 5

MOTIVATED FOR MY FAMILY

DIEGO SALAZAR

Life in America is difficult. It is hard to learn English and to get used to life here. It is also difficult to know that I can't visit my family in Mexico when I want.

I am working hard at a restaurant job. I am doing food prep and washing dishes at a restaurant and get paid \$10.00 an hour and I work 60 hours a week. I work long hours and want to get more experience so I can get paid more. The working conditions aren't so bad but I live far away from my job and transportation is slow and uncomfortable. But I stay motivated for my family as I continue to help them.

I am also taking English classes at Make the Road New York because I believe that learning English will help me communicate with people and help me find a better job. I feel content because I can take care of myself. If I continue to work hard and study, I can continue to help my parents in Mexico and I will be able to progress here in America as well. My goal is to give my parents, myself, and my kids a better future.

If my family is fine in Mexico, I'm good and happy living far away for now.

Diego Salazar is 22 years old, and he came to the U.S. in 2011. He is a student at Make the Road New York in Staten Island, NY.



Photo by ROC

■ There are over 12 million people who work in the restaurant industry, but these workers are also some of the lowest paid. The Restaurant Opportunities Center (ROC) works to improve wages and working conditions for people who work in restaurants. One issue they focus on is wage theft. Many workers in the restaurant industry do not earn the full wages that the law says they should.

LEVEL 6

BEFORE YOU READ:

The word "used" can be very confusing in English. It has very different meanings. It is pronounced differently! Here are definitions of the word "used":

1. It is the past tense of the verb "to use". For example: *I used a knife to cut the carrots.* (Pronounced yoozd.)
2. It means to become accustomed to something. For example: *At first, it was hard to work nights, but then I got used to it.* (Pronounced yoozd.)
3. It means that you did something usually in the past. For example: *We used to go swimming every day in the summer.* (Pronounced yoozd.)

When you read, underline the word "used" when you see it. From the context, write the definition of the word is the author uses it.

AFTER YOU READ:

DID YOU KNOW that federal law requires employers to pay workers time-and-a-half if they work more than 40 hours per week? Do you think Diego earns time-and-a-half for the 20 extra hours he normally works each week? Why or why not? What might stop him from earning time and a half?

CALCULATE his pay if he receives \$10 per hour for 60 hours of work, and then calculate it if he earns time-and-a-half for his overtime hours. What is the difference?

When employers do not pay their workers a full salary, it is called wage theft. **LOOK** at the image and **READ** the caption. Look up the Restaurant Opportunities Center at <<http://rocnited.org>> and find out more about what they do. **LEARN MORE** about wage theft on p. 13.

JUSTICE FOR JANITORS: FIGHTING FOR BETTER WAGES, BENEFITS, AND RESPECT

CAROLYN HOLT

I used to work as a janitor at Robert Woodruff Volunteer Center Building also known as the United Way building in Atlanta, Georgia, from the late 1980s to early 2000s. I know how hard it is to survive on minimum wage and a few cents more. I used to work part-time in the evenings from 5:00 to 9:00. I cleaned the offices on the 14th floor vacuuming, dusting, and emptying the trash. I have always been a fantastic cleaner and I enjoyed my job. I had no benefits. So if I got sick and had to take a day off, it was a day without pay. I was making only \$6.25 an hour. Sometimes, I didn't have enough money to buy food and clothes for my family. I had to supplement my pay with welfare benefits. Sometimes, I had to borrow food and money from my family and neighbors. No one who works hard every day of the week should have to live like that.

I know how hard it is to survive on minimum wage and a few cents more.

I am thankful for the Service Employees International Union (SEIU) and the workers in Atlanta who came before me. They started the Justice for Janitors campaign. They took part in a one-day strike, and they signed union cards. Those brave workers took a chance at being fired when they participated in the one-day strike. According to an SEIU report, there were about 1,300 mostly black women like me who were working in downtown Atlanta office buildings. Since most of the workers were part-time and paid a little over minimum wage a lot of the workers had to work at other jobs or depend on welfare, like I did, to survive.



■ JUSTICE FOR JANITORS

SEIU is responsible for the Justice for Janitors campaign nationwide. It was one of the most successful labor organizing efforts of the past 25 years. Since 1990, Justice for Janitors has won dozens of contracts with commercial cleaning contractors and organizing over 225,000 janitors throughout the United States and Canada.

Those peaceful demonstrations made the public aware of the janitors' working conditions. We had the support of Coretta Scott King and Rev. Jesse Jackson, and Mayor Andrew Young mediated talks between the Justice for Janitors staff and building owners.



So when I came along in 1989, all I had to do after a 90-day probation period was sign up for the union. Some think unions cause more problems than solutions, but they help to provide better working conditions and training to learn how to use cleaning chemicals safely. And the union shop stewards help janitors get the respect that they deserve by making sure that employers stick to the contract. When I was working as a janitor, even though we had a union, we still weren't making a living wage. Janitors continue to help businesses thrive. Therefore, they should be paid a living wage for all their hard work. The fight continues!

Carolyn Holt is a student at Literacy Action, Inc., in Atlanta, Georgia. She was born and raised in Palmetto, GA. She grew up in a foster home and graduated high school with a Special Ed. diploma. She has two daughters and two granddaughters. Her oldest granddaughter is a senior attending Georgia State University.

UNITED WE STAND

According to the author, what is helpful about having a union? **INFER** how it would be different if she were not in the union.

READ the article on p. 8 by Darcell Hines. **TELL** her story in your own words, noticing especially where she shifted from feeling alone and scared to feeling empowered.

In your own experience, what are the advantages and disadvantages of negotiating alone vs. with others? Have you been in a union? What worked well in the union? What did not work well?

WORKING FOR 19 CENTS PER HOUR

STERLIN REAVES

When most free-world people think of the struggle for higher wages, almost none of them think of the prison population, and why would they? We are the forgotten class of semi-citizens of the United States.

But prison is where you'll find the biggest discrepancy between jobs performed and pay. In most prisons across the U.S., inmates earn anywhere between 19 cents and 42 cents per hour – yes, I said cents – to be cooks, plumbers, electricians, painters, etc. These are jobs that people not in prison get paid \$10-20 per hour to perform. My first prison job was as a kitchen janitor. I quickly got promoted to cook, but the promotion didn't come with a pay raise. I was started at 19 cents per hour, and I got my first pay raise four months later to 20 cents. The work broke up the monotony of prison life, but my monthly earnings barely provided enough money for me to buy the most essential things, like stamps and soap.

Recently prisoners in Texas, Alabama, Georgia, Ohio, Illinois, and California formed the Incarcerated Workers Organizing Committee, the first widespread effort for union recognition among prisoners in decades. Prisoners in these states and many others coordinated and released a call for a national

prison strike that happened on September 9, 2016.

Many prisoners fear that if they participate in actions like this, they will be punished in the form of misconducts and loss of privileges.



It's my opinion that no radical change in policy or practice comes without struggle. Our families struggle enough to support themselves. The extra burden placed on them while trying to send us money causes stress and often is the reason relationships fracture. Speaking for myself, I just want to be paid equitably for the work I do. Americans are fighting to get paid a minimum wage that will allow them to afford the basic necessities required to live and function adequately. Prisoners are fighting for the same!

Sterlin Reaves is a repeat contributor to The Change Agent. He is incarcerated at SCI Greene in Waynesburg, PA, where he takes correspondence courses. He would love to communicate and share ideas with free-world people. You can reach him at: Sterlin Reaves, DX-5999, 175 Progress Dr., Waynesburg, PA 15370.

No radical change in policy or practice comes without struggle.

GATHERING INFORMATION

What is the problem posed by the author? And what is the strategy that some prisoners have tried to address the problem? What do you think about both the problem and the strategy?

ASK a friend to watch this video with you: "Ceasing to be Slaves: U.S. Prison Strike" at <<http://tinyurl.com/prisoners-on-strike>>.

READ the 13th Amendment to the Constitution of the United States and try stating it in your own words. Is there a situation where slavery or involuntary servitude are acceptable in the U.S.?

"Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."

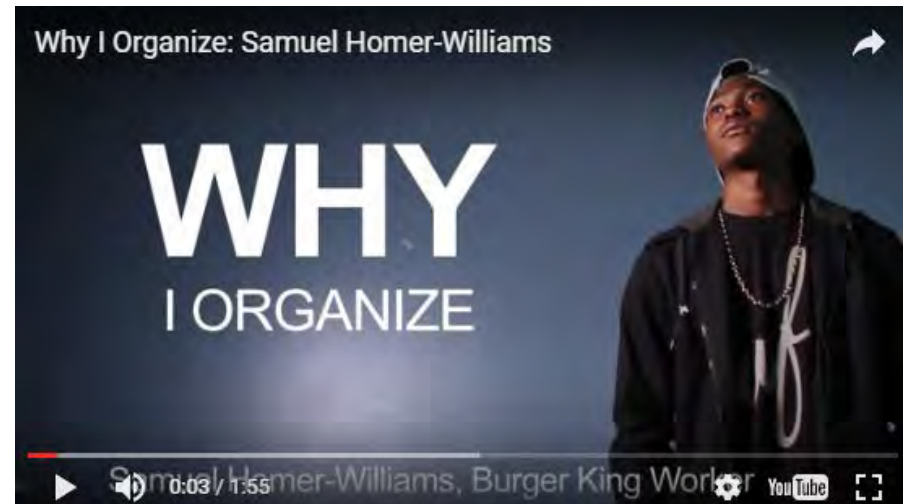
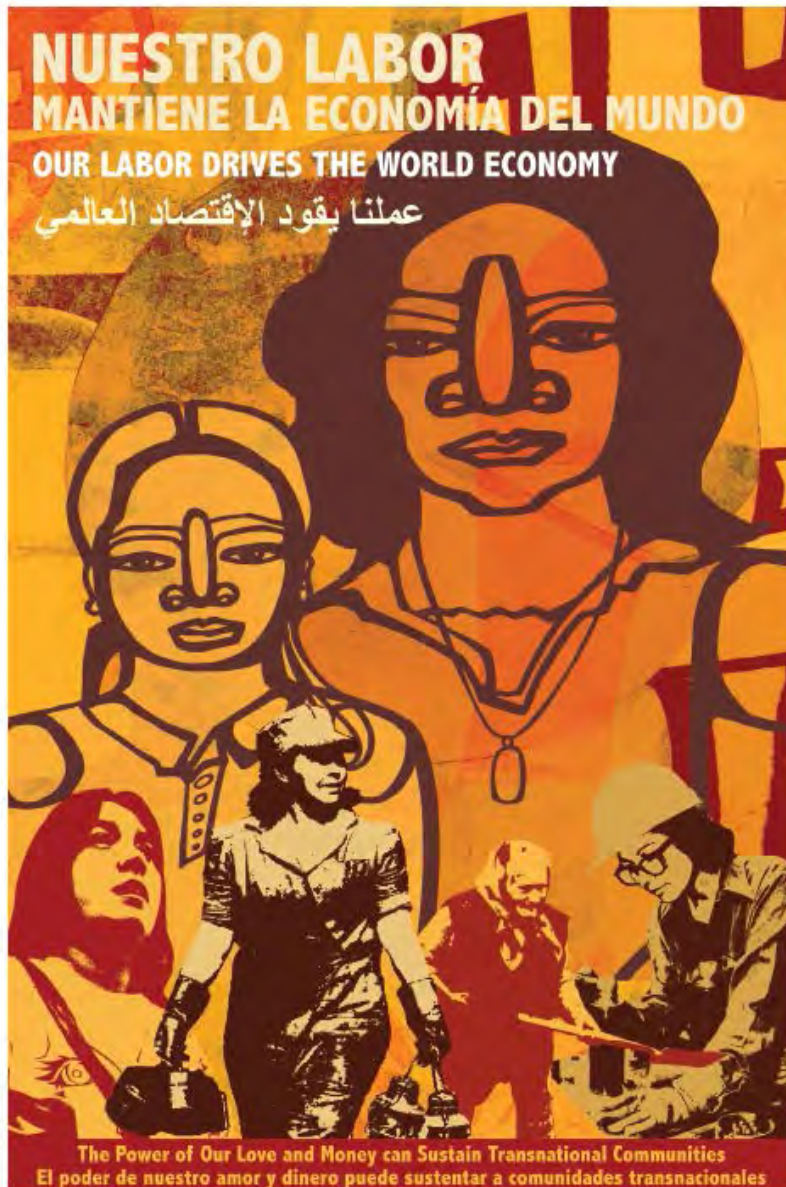


■ ATTICA UPRISING. Still from video

Conditions at the Attica Correctional Facility in Attica, NY, were unbearable. On September 9, 1971, about 1000 prisoners rioted, took control of the prison, and demanded better conditions.

LEVEL 9

Diverse “texts”: images and video



fightfor15.org/for-workers/



Tinyurl.com/prisoners-on-strike

**What do you think about text sets?
Are you interested in trying these?
What challenges might you face?**



Also, there are specific activities that go with texts, such as this one on p. 11:

BEFORE YOU READ:

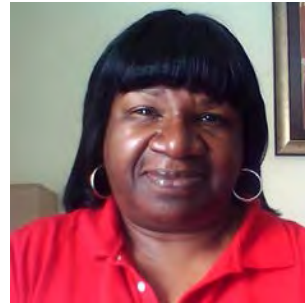
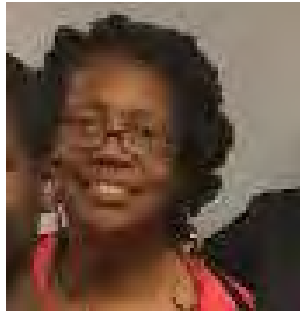
The word “used” can be very confusing in English. It has very different meanings, and it is pronounced differently! Here are three definitions of the word “used”:

1. It is the past tense of the verb “to use.”
For example: *I used a knife to cut the carrots.* (Pronounced yoozd.)
2. It means to become accustomed to something. For example: *At first, it was hard to work nights, but then I got used to it.* (Pronounced yoost.)
3. It means that you did something habitually in the past. For example: *We used to go swimming every day in the summer.* (Pronounced yoost.)

When you read, underline the word “used” when you see it. From the context, which definition of the word is the author using?

B. Using the “Call for Articles” to teach writing

changeagent.nelrc.org/write-for-us/



**Our guest speakers:
Dawn Jackson-Robinson and Annette Bowen.**

CALL FOR ARTICLES: Career Pathways (Issue #45)

YOU MUST include in *all* articles and emails the contact information for the student and/or the teacher.

THEME: Helping students advance in their jobs and increase their earnings has always been essential to adult education students, even more so now that the WIOA legislation requires that programs show student progress along a career pathway. In this issue, we will share success stories as well as challenges when it comes to teaching basic skills in the context of work and career readiness. We particularly invite adult learners to share their experiences in writing or with illustrations. Use one or two (not all!) of the following writing prompts to guide your writing:

SAMPLE QUESTIONS TO CONSIDER:

- What opportunities do you see in your workplace for advancing to a better job and better wages?
- What career pathway have you identified for yourself? Why did you choose this one? How is your adult education program supporting you on this path?
- Is your education program focused on helping you prepare for work? What are the advantages and disadvantages of education that is focused mostly on work-readiness? Are there other topics you'd like to study in your education program?
- Describe a way you have changed jobs at work or made a career move. How did you get the training? What supports did you use? What was most useful to you as you tried to make a change?
- From your own observations of jobs that are available in the U.S., what are the most important steps we can take to make sure we are paid a living wage?
- How satisfied are you with the career pathway you chose? How does it compare to your expectations? Are your skills and talents used well in this career?

All articles must be received by May 4, 2017. Please include the contact information for the student and/or the teacher in *all* articles and emails. Final decisions are made by *The Change Agent* editorial board. A \$50 stipend will be paid to each adult education student whose work is accepted for publication.

FIGHT ON 'TIL THE END

ANNETTE BOWEN

"All my life I've had to fight."
— Sofia from *The Color Purple* by Alice Walker

I'm the "L" in LGBTQ and, also, I am African-American, or as I like to say, "I am a minority within a minority." Coming to terms with my sexuality was a mind-numbing experience, especially in a world that frowns upon same-sex relationships. For years, I hid my true self from everyone I knew and loved. I even hid my true self from me!

Family and friends knew I was a "tomboy." Playing street football felt comfortable. Sure, modern dance and chorus gave me a way to showcase my talent, but something was amiss. The gleam left my eyes because I was lying to myself, friends, and family. One day, my aunt asked me, "Why do you act so much like a boy?"

Before I knew I came out loud and proud, I did I blurt that out. After that, she told me, I got a "boy" WRONG!

I didn't know I was one of the few people who suffered from shadows and secrets. I didn't know because I could not see before me:

- The Stonewall riots, the first time the LGBTQ community in the United States

- Bayard Rustin, organizer of the 1963 March on Washington, who endured harsh treatment because of his sexuality, but didn't let that hinder him from being a staunch ally to Dr. Martin Luther King, Jr.

- Harvey Milk, the first openly gay person elected to public office in California, who was assassinated by a homophobic colleague.

- And countless dedicated people who fought the AIDS epidemic, who supported each other to be themselves, and staffed hotlines, who



Along the Racial Rail

Atlanta Transit Then and Now

Annette Bowen

BEFORE YOU READ: What do you think the author means by the "n" in the title?

What do you know about the relationship between whites and blacks in public transportation?

vision. Before September 1958, she boarded the bus. She was harassed and called the "n" and spat at by the driver with a wad of tobacco in his mouth.

when I was six years old.

should be desegregated. We were allowed to sit in the back, but momma was only comfortable. I asked her why we shouldn't. She told me about her experience as a woman relying on the bus.

I told me to have those types of confrontations avoided any confrontation and the bus.

mass transportation evolved from old, chunky orange buses to state-of-the-art buses and could argue the addition of made traveling easier, but it was for all travelers. MARTA (Metropolitan Atlanta Rapid Transit Authority) was where riders could find tourist attractions: The King Center, Inman Park, College Football Hall of Fame, Dome, Downtown



Celebrating Sobriety

Annette Bowen

Some people celebrate birthdays, wedding anniversaries, graduations, and holidays. On the ninth of every month, I celebrate freedom from the grips of crack cocaine.

August 9, 1993

I'll never forget the weather that day. It was hot and humid. My son and daughter were staying with friends, which left me home alone. My plan was to get high and "chill" for the remainder of the day. But as fate

My mind turned to

would have it, plans changed. The crack

I also use words as a battering ram against addiction. Writing was the catalyst that launched my imagination to another dimension; it was therapy when withdrawal symptoms crept up on me. There was a tremendous amount of negativity rattling around in my head that needed to be emptied out and replaced with



Write for *The Change Agent*

- Check out our “Call for Articles” The theme of our next issue is “Career Pathways.”
- 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 4, 2017.
- Students whose pieces are accepted receive \$50.

Download “Call for Articles” at:

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

Submitting Articles to *The Change Agent*



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



Please email submissions as attachments.

C. Bringing LGBTQ Topics into the Classroom



1. Be clear about your goals.

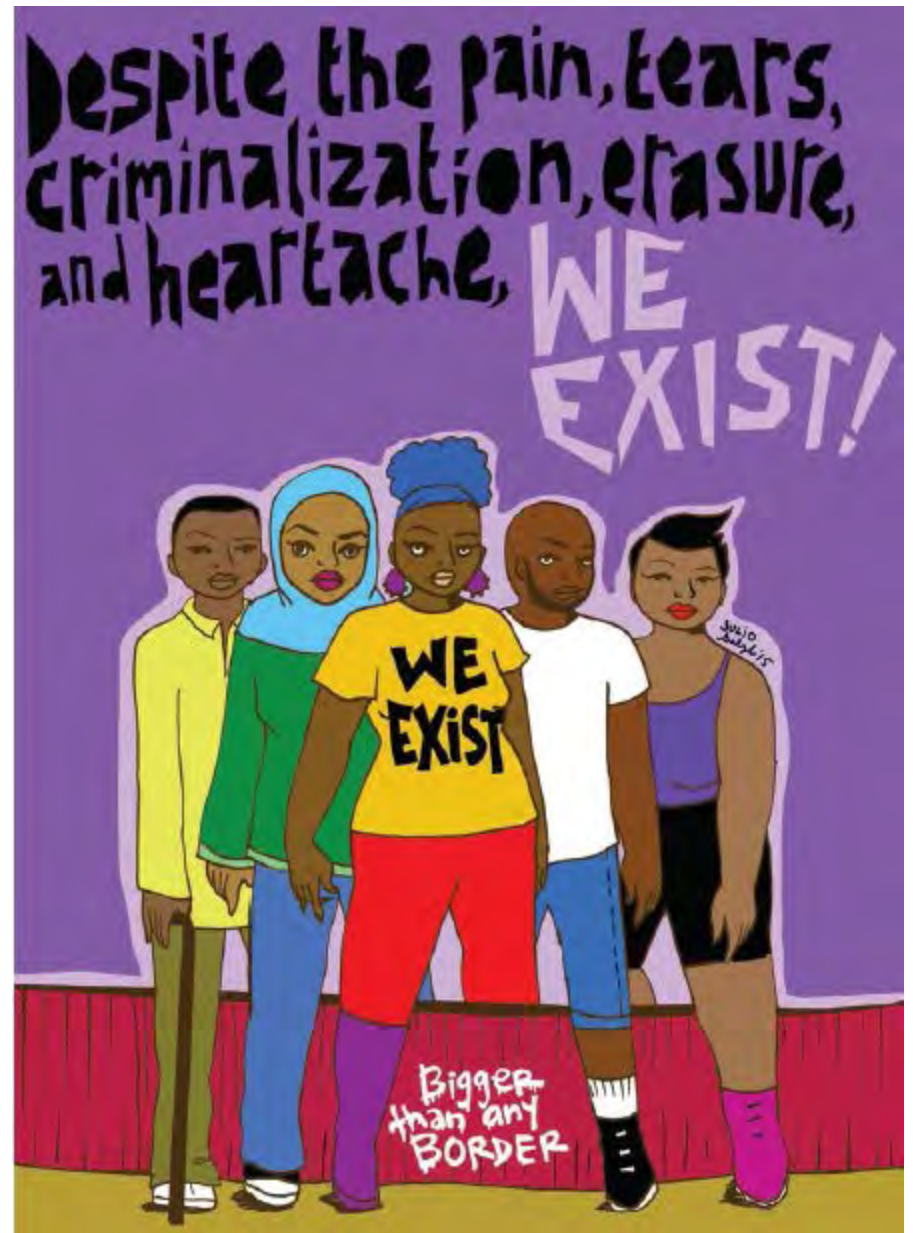
- You want your adult education program and classroom to be welcoming to everyone.
- You feel confident that the content is compelling and will pull people in and promote learning because there will be a high degree of engagement with the material.

2. Next, check in with yourself.

- Do you have support?
- Are you prepared to be seen as the LGBTQ teacher or the LGBTQ-friendly teacher?
- Are you prepared to facilitate a potentially “hard conversation”? Will you be able to meet people where they’re at?
- Read the two articles by adult ed. teachers who talk about their own experiences with these conversations in the classroom.

3. Make a plan.

- Look at the materials on pp. 17-28. What would help you get this conversation going? We recommend starting with the image on p. 21 – “We exist.”



Make a plan (part 2)

- Think about the Section title: “Reclaiming Wholeness.”
- Develop lessons that teach academic skills in the context of these articles, such as:
 1. Adding knowledge of history and U.S. government (p. 19) and social movements. (p. 22).
 2. Reading for details and being able to point to evidence in the text. (See “Dig Deeper” on p. 20.)
 3. Learning new vocabulary (pp. 18, 23, and 25)
 4. Reading and understanding charts (p. 19)



4. Prepare your class.

- Revisit ground rules if you have them; set them up if you don't. Check these links for help in establishing ground rules:

<http://www.edchange.org/multicultural/activities/groundrules.html>

<https://www.cte.cornell.edu/teaching-ideas/building-inclusiveclassrooms/establishing-ground-rules.html>

- Explain your thinking for bringing in this material. Share your goals. Include academic goals.

5. Launch your lessons!

DIG DEEPER

How do the author's feelings change over the course of the article? **PULL OUT** examples.

There are two points in the article where the author decides to do something to take care of herself. *What strategies did she try first? Second? What happened each time?*

In the last paragraph, the author says she doesn't think she's "won this fight" and doesn't think she's "lost this fight." *What do you think "winning" would look like?*



■ **GENDER SUBVERSION.** CrimethInc. Ex-Workers' Collective (CWC), Salem, Oregon, year unknown
Look at the image of the girl/boy. What do you notice about it? What is the artist trying to say by making the image in this way? Read the text. Re-state each sentence in your own words and discuss. Do you agree? Why or why not? If you have ever felt boxed in by gender norms, describe that situation. Write several more "For every boy..." or "For every girl..." sentences.



■ **BIGGER THAN ANY BORDER.** Julio Salgado, Oakland, California, 2015
After reading the articles and looking at the artwork in this issue of *The Change Agent*, what do you think is important about reclaiming wholeness? How can reclaiming our wholeness help us fight and win?

MORE THAN TWO GENDERS

Throughout history and around the world, cultures have identified more than two genders. For example, in some South Asian countries, the Hijra are assigned-male-at-birth (AMAB) people with feminine gender expression. This is a very ancient tradition. Today, Hijra are legally recognized as a gender other than female or male. The Hijra of India alone may number as many as 2,000,000.



LEARN THESE WORDS

GENDER: the social roles, behaviors, and activities that define men and women.

SEX: the biological characteristics that define men and women.

BINARY: a system that involves two things (such as men and women). Non-binary is a system with more than two things (such as men, women, intersex people, etc.). A non-binary person is someone who doesn't identify as one sex or another.

INTERSEX: when a person has both male and female biological characteristics. About 1.7% of the population is intersex.

TRANSGENDER: someone whose gender identity does not correspond with the gender they were assigned at birth.

CISGENDER: this term describes people who identify with the gender they were given at birth.

6. Evaluate – very important!

- Ask students to assess whether goals were achieved. (These goals should include both academic goals *and* goals for community-building, such as raising awareness and student engagement.)
- How well did the ground rules work? Is there anything there that you should revisit or rethink?

Reflection:

Why is it important to state goals, and then to reflect on goals?



Available as an “Extra”; Issue #42

Talking about Race — Issue #42 — Extras

Best Practices for Talking about Race in the Classroom

Lisa Gimbel and Riva Pearson

Challenging but Important

You want me to talk about race and racism in the classroom? Why would I want to do that? As teachers, we have all sorts of reasons not to “go there.” How will I respond when someone says something explicitly racist? I’ve never had any real training in how to deal with this topic. What materials should I use? I’m white; I don’t know what to do. I’m a person of color; this feels risky. My students might not be interested. They have other goals. It’s so depressing!

It is important to address race and racism for many reasons, perhaps the most important being that if you are teaching anywhere in the U.S. at



that examine white privilege and include materials like “Unpacking the Invisible Knapsack” by Peggy McIntosh. All teachers could benefit from structures that offer support and the opportunity to share teaching strategies and lesson ideas.

Build Community in the Class

- Get to know the students and their backgrounds.
- Build relationships between students.
- Have the students set ground rules for speaking respectfully about race.
- Don’t respond to everything. Let students respond to each other.

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](#).

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

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

Connect with Southerners on New Ground (SONG)? Contact Ashe Helm-Hernandez at ashehelm@gmail.com



Thank you for participating!

