Appendix A: Teacher Education Activities/Assignments

Stage: Critical reflection

In this stage, teacher educators can create a classroom environment where participants are willing to open up to critical reflection of themselves and others. This means critically reflecting on one’s past and present as it relates to one’s habitus. By unveiling possible prejudices and actions that might be interpreted as oppressive toward self and others, students prepare themselves to advance through the other stages.

Activities to facilitate critical reflection:

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<td>Have students describe their belief systems and principles and ask them how they came to terms with them. Discuss what critical reflection means.</td>
<td>Have students identify how an important issue related to social justice ties into a national issue and then reconsider how to be proactive about it in school.</td>
<td>Support students in their disagreements by asking them to back-up their perspectives with concrete examples. Challenge their thinking by providing multiple points of view. Ask students if there are particular ideas that they disagree with and invite them to share. If students are resistant to sharing, allow for that space. Refusal is a position—invite them to explore their resistance.</td>
<td>Have students diagram or map out the school and look at its organizations. Ask students to reconsider how the school could be designed differently so that it would be to the betterment of the student body and faculty. Consider how to develop lesson or unit plans and assessment that explore social justice through texts, short stories, prose, poetry, drama, music, film, art, mixed media, speakers, community events, and speeches.</td>
<td>Discuss personal symptoms of burnout and create a contingency plan when it begins. Develop skills to identify root causes of frustration. Identify triggers and be aware of what causes them. Encourage discussion about current injustices and give students space to voice them.</td>
<td>Be there to have students engage and support them.</td>
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<td>Ask students to consider what social justice means to them? Ask students to consider what social justice looks like in the schools they’ve attended? Have students construct a vocabulary of terms with students that are related to social justice teaching: oppression, power, prejudice, hegemony, privilege, disenfranchised, marginalized, ally, agency, social action, empowerment, safe space to voice their concerns. Explore texts, short stories, prose, poetry, drama, music, film, art, mixed media, and speeches, that can illuminate some aspect of social justice. Revisit the national and local standards for English and review how social justice aligns with them.</td>
<td>Refuse to unpack some of the reasoning for their positions. Explore others (through mixed-media projects) who historically stood up for others or wrote about or performed about social injustice. Invite students to explore their concerns about standards, to critique them and make rationales for changes. Affirm students’ counter views, encourage them to understand how to create a defensible argument, invite critique, and provide multiple opportunities to critically reflect on topics.</td>
<td>Invite students to reconsider the school, and how they would have handled it differently today? Have students consider a time when they were oppressed or have oppressed others and how they would have handled it differently today? Ask students to consider what social justice means to them? Ask students to consider what social justice looks like in the schools they’ve attended?</td>
<td>Offers curriculum support and what they desire in going after betterment of the student body and faculty.</td>
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Discuss the impact of the standards movement on schools. Revisit NCATE’s stance on professional dispositions. What
Stage: Acceptance

In this stage, students begin to own how the ways their habitus evolved and has affected who the person is today. In this stage individuals begin to understand how power, prejudice, privilege and oppression manifest in society and are able to see their participation in various hierarchies. During this stage misconceptions about roots of various forms of prejudice are unveiled, how and where they manifest, how they secure their dominance, how they are internalized, and how that affects behavior.

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<td>Have students discuss what acceptance means and what that would look like in schools? Ask them if they see any contradictions? Ask students to consider how they felt when they were oppressed or when they oppressed someone else. What was that like? Ask students to write a script that shows how they have manifested misunderstandings about any forms of prejudice that they have encountered. Ask students to role play scenes that involve something unjust i.e., discrimination or bullying in school based on actual or perceived looks, social class, age, sexual orientation, ability, national origin, language, ethnicity, against someone and then describe how to problem solve the situation.</td>
<td>Have students research some aspect of an issue they dealt with or deal with in the field, and ask them to discover something new about the topic. Ask students to reflect on ways they can develop a disposition about accepting others who have opinions that may be socially unjust. Ask students to reflect on ways they can develop a disposition with their own classroom students about accepting others who have opinions that may be socially unjust. Ask students to create a spatial map that shows what an ideal community looks like. Collectively debate about the standards movement. Reconsider how particular bias may affect how one teaches.</td>
<td>Support students in their reasoning about their concerns over acceptance. Provide opportunities for students to reflect on their perspectives, understand where they come from and what barriers affect their desire or ability to accept the issue at hand. Ask students to make meaning of their rationales for their refusal to accept something. Help them strategize their understandings and support them in their development. Ask students to consider how they might respond to a student who struggles with accepting people or ideas. Trouble-shoot and role-play scenarios. Have students script scenarios about how they might respond if a student does not respect theirs’ or another’s point of view. Debate over the importance of respect. Ask questions such as: is respect important? Can you have a safe atmosphere without respect? Is respect a social contract and if so, between whom? Consider how the current educational system fosters respect.</td>
<td>Revisit what social justice means and explore additional ways to support students in finding spaces that enact social justice. Have students journal about their burgeoning awareness of what being a social justice educator means. Have students interview other teachers in the school and ask them about the positive and negative aspects of the school.</td>
<td>Help students identify a mentor with whom they can talk openly. Remind students that stress can be part of the teaching profession and that students need to develop healthy detachment from situations where they may have little or any control. Have students identify peers and colleagues who advocate for social justice. Encourage them to ask someone to coffee or lunch.</td>
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Stage: Respect

In this stage, students begin to develop compassion, empathy, sympathy and an understanding about how peoples’ lives have been oppressed and even disenfranchised by disrespect of any aspect of habitus. In this stage, students are likely to want to amend wrongs and may even feel remorseful for their unknowing or knowing participation in oppressing others. It is important to keep a watchful eye on this and turn around the grief into something proactive for the individual. Respect can also be toward the self.

Activities to facilitate respect:

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| Collectively reflect on what is unjust in society, schools, and families and facilitate dialogue amongst peers. | Review the First Amendment again but this time ask how it is/isn’t and can’t be embodied fully in schools. Ask to reconsider how to address certain social justice issues when First Amendment rights are suspended while in schools. | Speak candidly with students about what respect means and help them consider what lack of respect means in the context of the discussion. Review with them instances when they have lacked respect and when they have lacked respect for others. What brought them to those moments? How did it effect the outcome? | Have students identify an idea to reconceptualize related to social justice, then prepare a presentation for class, and open it up for discussion and feedback. | Form and create ally groups where students can go to for support. | Remind to reconsider ways in which they can |}
| Discuss the meanings of respect. How is respect earned? Lost? It is important? | Research discrimination policies in the school district and state where you teach and then help make informed decisions about whether or not you can or should teach in that district or state. | Explore myriad instances where students have observed a lack of respect for others. What caused or led to those experiences? What could have been done to affect the outcome? | Revisit what it means to be a social justice educator and align it to what is or isn’t being enacted in their schools. | Consider ways students can re-group after tough days teaching (exercise, massage, candles, movies, reading, TV, dinner, walking, talking, etc.) | Suggest domness. |
| Have students reflect on times when a former or current teacher used respect positively and negatively? What did that look or feel like? | Ask students to reconsider what it means to be a social justice teacher in a school district that doesn’t support teaching for social change. | Ask students to write about moments where they felt they deserved respect but weren’t afforded it. | Ask students to sketch out a plan for fostering more respect of student differences in your classroom. | Have students create a plan for taking days off. What would that look like? How would they know when its time to take time off? | Disc perspications porte scho |
| Review the standards movement and reflect on how to pay homage to what needs to be done in schools as it aligns with students’ principles. | Have students journal about how they want to see respect manifested in their classroom. | Review the standards movement and reflect on how to pay homage to what needs to be done in schools as it aligns with students’ principles. | Propose how to revisit respecting norms. | Remind students that they cannot be super-heroes but they can make a significant difference in what they do on a daily basis (even though it may not immediately be self-evident). | Ask students to check-in with themselves about what is/isn’t working in their classrooms and change it. |
Stage: Affirmation, solidarity, and critique

In this final stage, students begin to understand the universality of power, oppression, prejudice, and privilege. They begin to see connections between self, other, and develop a global context for social movements. Students may begin to form alliances with each other and/or consider how to develop them in their own classrooms or schools. They also have a matured consciousness that will enable them to continue to critique current and future manifestations of anti-socially just behavior.

Activities to facilitate affirmation, solidarity, and critique:

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<td>Collectively discuss the meanings of affirmation, solidarity, and critique. What do they each look like? How have they manifested in their lives?</td>
<td>Have students role-play scenes that demonstrate what a teacher can do to affirm students. Discuss instances when students felt threatened or oppressed in school and reconsider what a teacher could have done differently to make the situation better.</td>
<td>Foster a discussion about refusing or being unwilling to adapt to circumstance. Could there be negative consequences? Explore with students how they can form counter-sites for spaces of empowerment. What would those sites look like? How might those manifest?</td>
<td>Ask students to consider what other clubs the schools they work in might need and then do the research to begin that club.</td>
<td>Encourage students to join an organization that has personal meaning.</td>
<td>Encourage students into learning time have threeing (enrollment) universities education.</td>
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<td>Have students research organizations that are in the community, state, or nation that support different issues, write them, gather information. Help students build a resource pool of like-minded friends, teachers, and community members and meet once a month about social justice issues.</td>
<td>Have students switch lives with someone in your class for a day-work out the arrangements and then take a walk in their shoes. Revisit the paradoxes and obstacles that are evident in democracy and consider ways to build that into lesson and unit plans. Revisit students’ pedagogies and reflect on what can be shifted?</td>
<td>Have students build a library of counter-arguments (different kinds of mixed media and text) that present opposing and non-conforming points of view. Remind students that refusal is a position, and that from that stance, much can be learned. Assure them that one must be well-informed on any position in order to be conversant.</td>
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<td>Encourage students to join an organization that has personal meaning.</td>
<td>Encourage students to do something positive for the environment.</td>
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<td>Help students research a school site and conduct a survey about the campus climate. Then consider how to enact change. Craft a pedagogy and share aloud while inviting feedback.</td>
<td>Ask students to describe instances</td>
<td>Remind students what’s missing from the school (clubs, safe spaces, policies, etc). Revisit the curriculum and reflect on what community links can be made to the school.</td>
<td>Ask students to consider volunteering time.</td>
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<td>Remind students to a day off here and there.</td>
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<td>Ask students to describe instances</td>
<td>Practice with students how to be professional</td>
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Encourage students | | Reengage |

Encourage students into learning time have threeing (enrollment) universities education. Encourage students to join an organization that has personal meaning. Encourage students to do something positive for the environment. Remind students to a day off here and there. Ask students to consider volunteering time.
Scaffolding and Embedding

By applying these stages to our methods courses, and even scaffolding them by different semesters of years in a program, we can begin to cultivate more social justice-minded educators who are prepared to teach within any governing democracy. As we affirm their stances and beliefs we may develop their confidence and stabilize or restabilize their abilities to stay true to the road for social equity. While we cannot be assured of this or even that they might even abandon it altogether, we can continually revisit what we are doing to enact and activate social justice in methods and continue to apply the 6 “re-s” to our own thinking and teaching. At the root of our (in)actions and reflections, lie our individual and collective principles which do have a causal effect on the lifespan of what can happen to social justice now and in the future.

Notes
1 Heterotopias are a “real” place where there is a “sort of mixed, joint experience” or a “counter-site” occupied and created by those who contest the dominant sites (Foucault 1986, 24), so that teachers can refer to the skills that they have learned to embody as a tool of resistance against larger and more dangerous sociopolitical agendas.

References