

# Being the Change



# HAPPY APs Week!



# Today's Goals

- › Reaffirming our identities with Identity Statements
- › Understanding how our identity affects us



# 1. Identity Statements

Refusing to let others' biases define  
us

# Identity Statements

- › When we empower kids to announce who they are, it is less likely the world will do it for them.
- › Revisit identity webs or create new ones if needed.
- › Model creating “I am” statements based on your web.
- › Name identities that have been “assigned to us”.

# “Assigned” identities

- › Things that have been directly said to you
- › Things we may feel from observations about the world
- › Comments that communicate negative messages about who you are
- › Words/labels/phrases used to describe groups you identify with

As teachers, what ways do we communicate “identities” to students?

# Reclaim Your Identity

- Putting tough stuff on the paper is never easy. But, creating the "I am NOT" statements is a powerful way to help students conquer negative feelings.
- Have students write their own "I AM" and "I am NOT" statements.

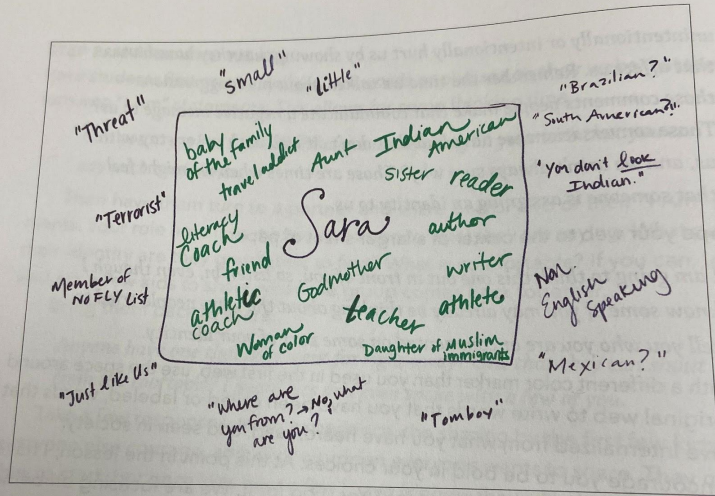
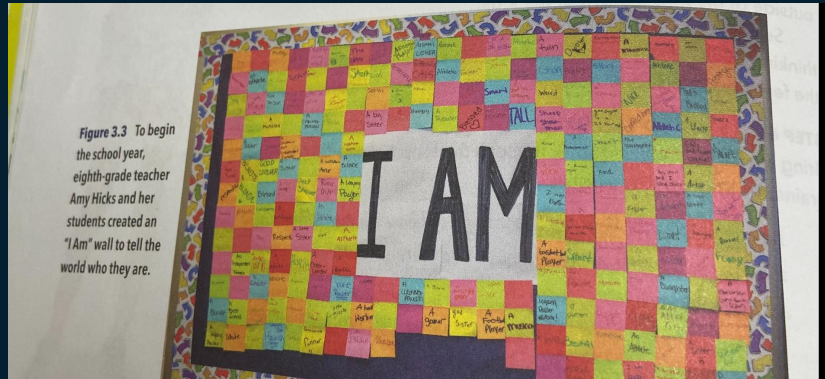


Figure 3.2 A new layer on my identity web

***“When kids hear messages society sends them over and over, they can start to believe them... Supporting kids in naming what they know themselves to be can give them strength.”***

***— Sara Ahmed***

Figure 3.3 To begin the school year, eighth-grade teacher Amy Hicks and her students created an “I Am” wall to tell the world who they are.







## 2. **Our News**

Understanding how our identity  
affects us

# What's going on in this picture?



Write a quick description or caption.

# What is Our News

- › A person's news can be any topic, feeling, event, or piece of information they have on their mind. This is likely something they will carry with them all day.
- › Knowing who we are - our identity - gives us insight to understand how we respond to the "newsfeed" in the world around us.

What's in My News?	My Thinking <i>(questions, opinions, ideas, emotions)</i>
Heading ban in US Youth Soccer	I love headers! I was taught how to head the ball when I was very young. We would spend so much time on this at practice. I have scored a few goals off headers! Is it really that unsafe?
The Muslim Ban/immigration policy headlines	This affects many people in my life. It upsets me to no end, the way people view family members that I love. Can something like this be legal?
Cooking at home or going out to eat	
Need new running shoes/half marathon training	

The amount of the chart that I fill out depends on the learners I have in front of me. Some classes need more modeling than others. I do this in an authentic way, meaning I won't write something that is not truly in my news. As a general rule, news on the minds of my kids is on my mind as well. The kids I have in my class are...

# Try It!

- In 30 seconds, list as many things in your personal newsfeed today.
- Then, spend the rest of the time writing your thinking, questions, ideas, emotions related to the topics.

# Connecting Our News to Our Identities

- › How can you trace your news back to your identity web?
- › The more we consider what is in our “news” next to our identity webs, the more we realize that our identity affects how we respond to the world around us.
- › Take 30 seconds to reflect on your connections.

# Addressing Tensions

## Addressing hurt feelings in differing opinions

What feelings have been acknowledged?

How can we support both students? The one has been hurt and the one who has caused the harm.

Revisit classroom expectations and community agreements to honor the feelings and identities of others.

## Supporting students where they are

What's in your news?


Ask this question to show we care and to find out more about our students.

Find out why the things they've shared are at the heart of their news.

Avoid negating the importance of the news they share.


***“Be very mindful of regulating our bias and checking our personal crusader capes at the door so as not to bring only the issues we care about to the front of the room”***

***p. 87***



***When we carry news that bears stress, we need to have tools to respond to it in a way that makes sense to us but doesn't negate the identity of others.***

***Our obligation to kids is to give them opportunities to meet their fears and uninformed opinions with new information, multiple perspectives, and stories of those who might disrupt their assumptions.***



# Outline Review

- › Exploring Our Identities
- › Listening with Love
- › Being Candid
- › Becoming Better Informed
- › Finding Humanity in Ourselves and Others