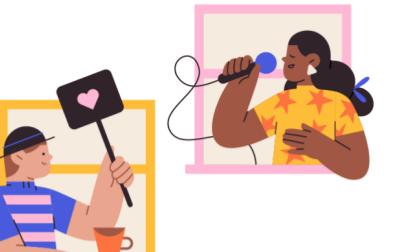
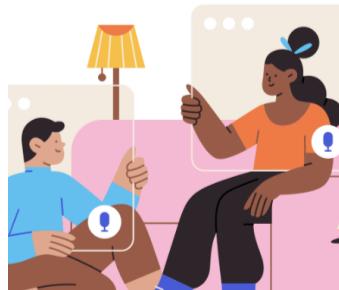
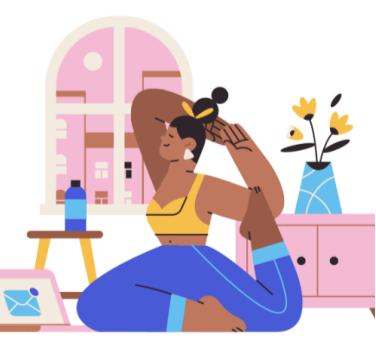


All-Inclusive	All-Inclusive	All-Inclusive	All-Inclusive	All-Inclusive
				
What does all-inclusive mean to you?	What kinds of identities are or are not represented in your classroom?	How can you help your students empathize with identities that are separate from their own?	What norms would you like to establish?	How can you design for students with visible or invisible disabilities within the classroom?
Brainstorm together and write ideas that come to mind on a whiteboard.	How can you, as an educator, make sure your activities are supportive of intersectional identities?	What ways can you facilitate a deep and genuine understanding of differences in gender, race, socio-economic, and other intersectional identities?	Establishing norms early is a great way to make sure everyone understands how to respect and support each other. Brainstorm with your students classroom norms for your class.	Avoid segregating or stigmatizing students with disabilities. Ensure equitable use for learning equipment. Refer to the Principles of Universal Design and IDEA for more information.
Mind of a Middle Schooler	Mind of a Middle Schooler	Mind of a Middle Schooler	Mind of a Middle Schooler	Mind of a Middle Schooler
				
The Influence of Peers	What was middle school like for you?	How/Should you approach a student who you think is struggling?	Middle schoolers are still learning	Encourage them to branch out
Middle schoolers' actions and feelings are strongly influenced by their peers. Keep in mind the power of peer pressure, both positive and negative when teaching.	Think back to when you were in middle school. What were some of the struggles you faced during this time?	Learn to identify the signs something might be off with your students. Issues can range from feeling insecure over something small to mental illness.	It's okay if they mess up. Assume positive intent and explain how they might grow from a mistake.	Sometimes all it takes is positive encouragement and the right resources for students to be exposed to a new passion!
Remember to Think About	Remember to Think About	Remember to Think About	Remember to Think About	Remember to Think About
				
When a middle schooler starts an awkward conversation, they're probably more nervous than you...	"The Awkward Phase"	Middle schoolers are smarter than you think	Middle schoolers will look at you with scrutiny and as a role model	They will exaggerate.
Try to make them feel comfortable and not shoot down anything they say to you -- they are opening up to you! You should be honored they feel comfortable enough to talk to you.	The middle school years are often some of the most awkward and embarrassing moments for a student. Remember to be encouraging and supportive.	While telling is important, asking questions is equally as important. Most middle schoolers will know more about the subject than they let on, and their opinions are important to discuss.	Kids often think adults have all the answers! While some, will see them as 'mean' authority figures. Try to emphasize with both viewpoints. It's important to set boundaries, but stay light-hearted. (Don't be afraid to laugh a little, especially at your own mistakes.)	Middle schoolers love hyperbole! Listen to what they say, but help keep both yourself and them in perspective about the situation. (It may not be as bad as they think.)
How to...	How to...	How to...	How to...	How to...
				
teach consent early on	handle students who are being disrespectful of others' identities	be an advocate for the mental and physical health students	create a safe and brave space in your classroom	facilitate an inclusive activity
You can ask students to share what they know about consent, use online training tools about consent, remind students of the deep importance of consent, and stress the negative consequences of what happens when you do not receive consent!	You could do individual check-ins with your students or do a collective activity by having students write down words that describe their identity and then you can create a "Word Cloud" so all students can view the diverse identities that exist in the class.	You could first validate their feelings, provide mental health resources such as hotlines or chatrooms, encourage students to take breaks from work or go for a walk, and do mindfulness / meditation activities.	You can establish and display the classroom norms early and constantly check in with your students to see if they have any questions.	One example is the Crossing the Line activity. First, give an anonymous questionnaire to your students. Second, switch papers! Third, have students read their new paper and 'cross the line' if the prompt applies to them! Lastly, DEBRIEF!