

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:

<i>Reflection</i>	<i>Reconsider</i>	<i>Refuse</i>	<i>Reconceptualize</i>	<i>Rejuvenate</i>	<i>Re...</i>
<p>Have students describe their belief systems and principles and ask them how they came to terms with them.</p> <hr/> <p>Discuss what critical reflection means.</p> <hr/> <p>Have students consider a time when they were oppressed or have oppressed others and how they would have handled it differently today?</p> <hr/> <p>Ask students to consider what social justice means to them?</p> <hr/> <p>Ask students to consider what social justice looks like in the schools they’ve attended?</p> <hr/> <p>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</p>	<p>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.</p> <hr/> <p>Have students bring in stories from the field related to social justice and ask peers how they might have responded differently to the situation. Ask peers to write on what they gained from the session.</p> <hr/> <p>Explore texts, short stories, prose, poetry, drama, music, film, art, mixed media, and speeches, that can illuminate some aspect of social justice.</p> <hr/> <p>Revisit the national and local standards for English and review how social justice aligns with them.</p>	<p>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.</p> <hr/> <p>If students are resistant to sharing, allow for that space. Refusal <i>is</i> a position-- invite them to explore their resistance.</p> <hr/> <p>Invite students who 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.</p> <hr/> <p>Invite students to explore their concerns about standards, to critique them and make rationales for changes.</p> <hr/> <p>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.</p>	<p>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.</p> <hr/> <p>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.</p> <hr/> <p>Ask students to carefully consider where the line is crossed into coercive dimensions-- reflect on what oppression must look like for it to be oppressive— i.e., what is the critical line between oppression and hurt feelings?</p> <hr/> <p>Discuss the impact of the standards movement on schools. Revisit NCATE’s stance on professional dispositions. What</p>	<p>Discuss personal symptoms of burnout and create a contingency plan when it begins.</p> <hr/> <p>Develop skills to identify root causes of frustration. Identify triggers and be aware of what causes them.</p> <hr/> <p>Encourage discussion about current injustices and give students space to voice them.</p>	<p>Be l the have sive envir supp in what</p> <hr/> <p>Help consi and c ing a see pictu lives.</p> <hr/> <p>Offe: ricula supp migh them are to</p>

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.

Activities to facilitate acceptance:

<i>Reflection</i>	<i>Reconsider</i>	<i>Refuse</i>	<i>Reconceptualize</i>	<i>Rejuvenate</i>	<i>F</i>
Have students discuss what acceptance means and what that would look like in schools? Ask them if they see any contradictions?	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.	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.	Revisit what social justice means and explore additional ways to support students in finding spaces that enact social justice.	Help students identify a mentor with whom they can talk openly.	En der wa sta pri cia wh ma
Ask students to consider how they felt when they were oppressed or when they oppressed someone else. What was that like?	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 make meaning of their rationales for their refusal to accept something. Help them strategize their understandings and support them in their development.	Have students journal about their burgeoning awareness of what being a social justice educator means.	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 if any control.	En der ev sta fir sys
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 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 consider how they might respond to a student who struggles with accepting people or ideas. Trouble-shoot and role-play scenarios.	Have students interview other teachers in the school and ask them about the positive and negative aspects of the school.	Have students identify peers and colleagues who advocate for social justice. Encourage them to ask someone to coffee or lunch.	En der a r the wa
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.	Have students create a spatial map that shows what an ideal community looks like.	Have students script scenarios about how they might respond if a student does not respect theirs' or another's point of view.	Have students review the English and history curriculums in their school districts and consider what they can do to enhance teaching about social justice.		
Ask students to investigate a com-	Collectively debate about the standards movement.	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?	Ask students to review how to change a prejudice they may have.		
	Reconsider how particular bias may affect how one teaches.	Consider how the current educational system			

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:

<i>Reflection</i>	<i>Reconsider</i>	<i>Refuse</i>	<i>Reconceptualize</i>	<i>Rejuvenate</i>	<i>Re...</i>
<p>Collectively reflect on what is unjust in society, schools, and families and facilitate dialogue amongst peers.</p> <hr/> <p>Discuss the meanings of respect. How is respect earned? Lost? It is important?</p> <hr/> <p>Have students reflect on times when a former or current teacher used respect positively and negatively? What did that look or feel like?</p> <hr/> <p>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.</p> <hr/> <p>Discuss if a prejudice one has has a place in a classroom. Discuss is it ok to have prejudice? When is it problematic? When it is beneficial?</p> <hr/>	<p>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.</p> <hr/> <p>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.</p> <hr/> <p>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.</p> <hr/> <p>Have students journal about how they want to see respect manifested in their classroom.</p> <hr/>	<p>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?</p> <hr/> <p>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 he outcome?</p> <hr/> <p>Ask students to write about moments where they felt they deserved respect but weren’t afforded it.</p> <hr/> <p>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.</p> <hr/>	<p>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.</p> <hr/> <p>Revisit what it means to be a social justice educator and align it to what is or isn’t being enacted in their schools.</p> <hr/> <p>Ask students to sketch out a plan for fostering more respect of student differences in your classroom.</p> <hr/> <p>Propose how to revisit respecting norms.</p> <hr/>	<p>Form and create ally groups where students can go to for support.</p> <hr/> <p>Consider ways students can re-group after tough days teaching (exercise, massage, candles, movies, reading, TV, dinner, walking, talking, etc.)</p> <hr/> <p>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?</p> <hr/> <p>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).</p> <hr/> <p>Ask students to check-in with themselves about what is/isn’t working in their classrooms and change it.</p> <hr/>	<p>Remi...</p> <hr/> <p>to re...</p> <hr/> <p>is in...</p> <hr/> <p>them...</p> <hr/> <p>can ...</p> <hr/> <p>in th...</p> <hr/> <p>Ask...</p> <hr/> <p>need...</p> <hr/> <p>here?...</p> <hr/> <p>Sugg...</p> <hr/> <p>dom...</p> <hr/> <p>ness...</p> <hr/> <p>Disc...</p> <hr/> <p>persc...</p> <hr/> <p>tions...</p> <hr/> <p>porte...</p> <hr/> <p>scho...</p> <hr/> <p>on th...</p> <hr/>

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:

<i>Reflection</i>	<i>Reconsider</i>	<i>Refuse</i>	<i>Reconceptualize</i>	<i>Rejuvenate</i>	<i>Reconnect</i>
Collectively discuss the meanings of affirmation, solidarity, and critique. What do they each look like? How have they manifested in their lives?	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.	Foster a discussion about refusing or being unwilling to adapt to circumstance. Could there be negative consequences?	Ask students to consider what other clubs the schools they work in might need and then do the research to begin that club.	Encourage students to join an organization that has personal meaning.	Encourage students to join an organization that has personal meaning.
Have students research organizations that are in the community, state, or nation that support different issues, write them, gather information.	Have students switch lives with someone in your class for a day-work out the arrangements and then take a walk in their shoes.	Explore with students how they can form counter-sites for spaces of empowerment. What would those sites look like? How might those manifest?	Encourage students to meet with other like-minded teachers and identify gaps in instruction related to social justice and then develop a plan that can be strategically mapped out and implemented over time.	Encourage students to do something positive for the environment.	Encourage students to do something positive for the environment.
Help students build a resource pool of like-minded friends, teachers, and community members and meet once a month about social justice issues.	Revisit the paradoxes and obstacles that are evident in democracy and consider ways to build that into lesson and unit plans.	Have students build a library of counter-arguments (different kinds of mixed media and text) that present opposing and non-conforming points of view.	Imagine how student's classroom can take on more of a leadership role in their own schools and then create a focus group with students and identify what's missing from the school (clubs, safe spaces, policies, etc).	Remind students to a day off here and there.	Remind students to a day off here and there.
Have students research a school site and conduct a survey about the campus climate. Then consider how to enact change.	Revisit students' pedagogies and reflect on what can be shifted?	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.	Revisit the curriculum and reflect on what community links can be made to the school.	Ask students to consider volunteering time.	Ask students to consider volunteering time.
Craft a pedagogy and share aloud while inviting feedback.			Revisit students' pedagogies and reflect on what can be shifted?		
Ask students to describe instances		Practice with students how to be professional			

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

- Alsop, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. Mahwah: Lawrence Erlbaum.
- Britzman, D. (1991). *Practice makes practice*. Albany: State University of New York.
- Brown, E. (2006). The place of race in teacher identity: Self-narratives and curricular intervention as the practice of freedom. *Teacher Education & Practice*, 19(2), 257-279.
- Bourdieu, P. (1980). *The logic of practice*. Stanford: Stanford University Press.
- Cacioppo, J.T., & Gardner, W.L. (1999). Emotion. *Annual Review of Psychology*, 50, 193-214.
- Danielewicz, J. (2001). *Teaching selves: Identity, pedagogy and teacher education*. Albany: State University of New York Press.
- Foucault, M. (1986). Of other spaces (J. Miskowicz, Trans.). *Diacritics*, 16(1), 22-27.
- . (1980). *Power-knowledge: Selected interviews and other writings, 1972–1977*. New York: Pantheon Books.
- Gee, J.P. (1996). *Social linguistics and literacies: Ideology in discourses* (2nd ed.). New York: Falmer Press.
- Hatfield, E., Cacioppo, J.T., & Rapson, R.L. (1994). *Emotional contagion*. New York: Cambridge University Press.
- Hargreaves, A. (2001). The emotional geographies of teaching. *Teachers' College Record*, 103(6), 1056-1080.
- . (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 14(8), 835-854.
- . (2000). Mixed emotions: Teachers' perceptions of the interactions with students. *Teaching and Teacher Education*, 16(8), 811-826.
- Jaggar, A. (1989). Emotion and feminist epistemology. In A. Jaggar & S. Bordo (Eds.), *Gender/body/knowledge: Feminist reconstructions of being and knowing*. New Brunswick: Rutgers University Press.
- Lazarus, R.S., (1999). *Stress and emotion: A new synthesis*. New York: Springer.
- Leander, K. (2002). Locating Latanya: The situated production of identity artifacts in classroom interaction. *Research in the Teaching of English*, 37, 198-250.

- Lefebvre, H. (1991). *The production of space*. Oxford: Blackwell.
- McCarthy, S., & Moje, E. (2002). Identity matters. *Reading Research Quarterly*, 37(2), 228–238.
- Mehrabian, A. (1971). *Silent messages*. Belmont: Wadsworth.
- Miller, s. (2006). Foregrounding preservice teacher identity in teacher education. *Teacher Education and Practice*, 19 (2), 164-185.
- Miller, s. (2008). Fourthspace- revisiting social justice in teacher education. In s. Miller, L. Bellevue, T. DeStigter, D. Kirkland, & P. Rice, *Narratives of social justice teaching: How English teachers negotiate theory and practice between preservice and inservice spaces* (pp. 1-21). New York: Peter Lang.
- Miller, s., & Norris, L. (2007). *Unpacking the loaded teacher matrix: Negotiating space and time between university and secondary English classrooms*. New York: Peter Lang.
- Mottet, T., & Beebe, S. A. (2000, November). *Emotional contagion in the classroom: An examination of how teacher and student emotions are related*. Paper Presented at the Annual meeting of the national Communication Association. Seattle.
- Nieto, S., & Bode, P. (2008). *Affirming diversity*. Boston: Pearson Press.
- Russell, J.A., & Mehrabian, A. (1978). Approach-avoidance and affiliation as functions of the emotion-eliciting quality of an environment. *Environment and Behavior*, 10(3), 355-387.
- Vinz, R. (1996). *Composing a teaching life*. Portsmouth: Heinemann.
- Zembylas, M. (2003). Caring for teacher emotion: Reflections on teacher self-development. *Studies in Philosophy and Education*, 22(2), 103-125.