

# Strategies for Talking about Race in the Classroom

**Riva Pearson and  
Cynthia Peters**

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# Welcome



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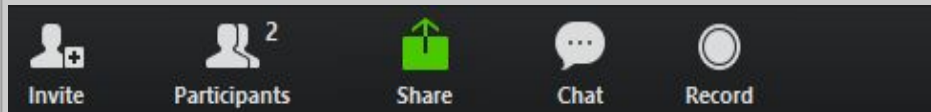
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**Dalsaint Lavoie**, ESOL  
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# Thank You for Joining Us Today!

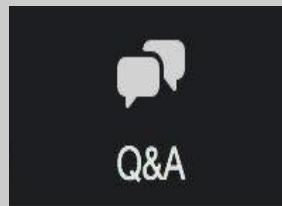
**Webinar Controls (PC)** can be found at the bottom of your Zoom window.



\*Meeting Controls for Mac appear as shown below:



Use the **Q&A** function for any direct questions.



You can **access chat** by clicking the icon on the control bar.

To change who you are chatting with, click the drop down beside “To:”



To: All panelists and attendees ▼

Your text can be seen by panelists and other attendees

For further assistance, contact **Maegan or Ebony** in the chat or at:

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# Warm-Up

Who do you want to honor in this work? Who do you have in mind when you take on this work?



The header features a light blue background with a horizontal band of light green. Above this band, several colored squares are arranged: a teal square on the left, a red square, a grey square, a dark teal square, and a pink square on the right.

# Agenda

- Introduction/Welcome
- Student reflection -- *Matias Rodriguez Video*
- Why address race in the classroom -- *Cynthia*
- What excites you/makes you nervous? -- *Interactive*
- Student Reflection -- *Dalsaint Lavoire Video*
- How to talk about race in class: overview -- *Riva*
- Share the Google slides -- *“Field trip” Riva*
- Resources



# You Want Me to Do What?



## Yes, We Can Talk about Race in the Classroom!

*Race can be a hard topic, but it is important. When we talk about race, we might remember painful experiences. But we might also be inspired by people's courage. Talking about race helps us understand history and current events in the U.S. It helps us support our children and our communities. It helps us build community in the classroom. This ABE class at El Rio Learning Center in Tucson, AZ, studied race. Here is what students said about it:*

### Racism in History and Today

I first started to hear about race when I came to the U.S. It is hard to see our community and our people suffer because of race. Racism started a long time ago—with slavery and then segregation. Today, racism continues. I turn on the TV, and I hear about race all the time. I don't like what I hear. Everybody should have the same rights.

-- Alma Alicia Zepeda G.

### Learn from History

It helps to talk about race so that we don't repeat the same mistakes from the past.

-- Mark Reynolds

### It Is Frustrating

In class, I wrote about when my dad got pulled over by two white cops and they were giving him a hard time, I think, because of his tattoos and his skin color. There are people out there who are racist and people who aren't. Oh well, you can't change it. That's life. It frustrates me.

-- Natalie Roche

### We Need to Teach Our Children

We need to teach our children to treat everyone the same. We want them to see everyone as an equal. In America, talking about race can be risky, but we should do it anyway so that we can all learn to fight racism.

-- Matias Rodriguez

### We Can Do Something

It is important to talk about race at home and in school. If we share our opinions and feelings, we can do something about this problem. When I talk about race, I feel angry. Why can't people accept others? We are here sharing this planet. We could all live in peace like brothers and sisters.

-- Leticia Alvarez

### Inspired to Focus on My Dreams

Talking about race is hard, but it is also inspiring. Black people experienced many abuses in their lives. But they were strong and fought for their rights. They joined forces. They were brave and they fought for their dreams. They inspire me to be strong and brave, and to focus on my dreams.

-- Rosa Imelda Quintana

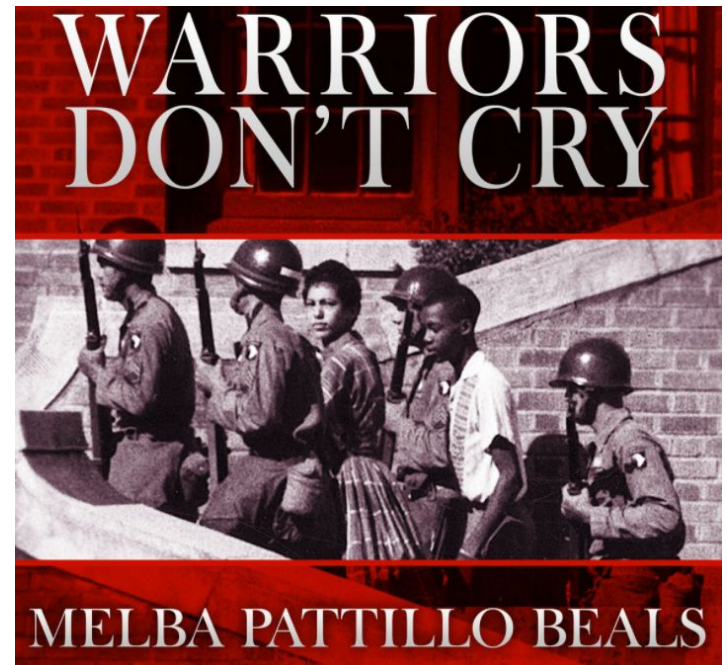
from p. 3 of the "Talking about Race" issue of *The Change Agent*.

# Guest presentation: Matias Rodriguez

**From 2016:** Matias discusses reading this book in class and being in a small group with a white student who thought the book was a waste of time.

***Full 2016 webinar here:***

[https://drive.google.com/file/d/1I1PBUTl8G\\_o40Dgj2Hpmno2SPYKUC7q0/view](https://drive.google.com/file/d/1I1PBUTl8G_o40Dgj2Hpmno2SPYKUC7q0/view)



# Comments from Matias...5 years later



[https://youtu.be/AWwL\\_KgYvj8](https://youtu.be/AWwL_KgYvj8)



# Why talk about race and equity in the classroom?

*It builds community!*

- When you take on something challenging, it's an opportunity for everyone to grow together.
- People might show themselves more.



# Why talk about race and equity in the classroom?

*It's relevant!*

- Relevance drives persistence.
- High-interest articles act as scaffolding toward more and more complex materials.



# Why talk about race and equity in the classroom?

*It's the elephant in the room!*

“The pandemic has exacerbated racial inequities. I always taught about racism, but now the process is even more organic. The elephant in the room is even bigger now.”

-- Kamala Redd, teacher at  
Mid-Manhattan Learning Center, NYC



# Why talk about race and equity in the classroom?

*It addresses obstacles!*

- Bias (both explicit and implicit) gets in the way of learning.
- By addressing it (and treating it as something that can be wrestled with), we can change the learning environment **and** empower learners to reach their goals.



# Why talk about race and equity in the classroom?

*It's inspiring!*

## Inspired to Focus on My Dreams

*Talking about race is hard, but it is also inspiring. Black people experienced many abuses in their lives. But they were strong and fought for their rights. They joined forces. They were brave and they fought for their dreams. They inspire me to be strong and brave, and to focus on my dreams.*

-- Rosa Imelda Quintana  
El Rio Learning Center, Tucson, AZ





# Why talk about race and equity in the classroom?

*“These conversations are not just negative.”*

“[I have had] foreign students who have found the America they encounter is one that is much improved, due to the multi-generational efforts of African-Americans, some of whom built protest movements, while others worked from within racist environments to agitate for change. These freedom fighters helped pave the way for the benefits available to newer immigrants.”

-- Kamala Redd, NYC



# Why talk about race and equity in the classroom?

*It teaches key skills!*

- You can help students differentiate between fact and opinion. You can ask: Why do you think that? Do you have evidence for that? Let's research that.



# Why talk about race and equity in the classroom?

*It teaches critical thinking!*

**In the classroom, I make it clear that we all have a right to our opinion. But we also have to be critical thinkers.**



- I've had students ask, "Why do black people commit so much crime?" So we look at the system of over-policing and the imbalance in the criminal justice system. We take some time to work on media literacy. [We explore] inferior educational systems and exclusion from traditional paths of employment. Not to mention the destruction of black communities through underfunding, red-lining, imminent domain, welfare policies, infusions of drugs, the criminalization of addiction and more.
- I bite off pieces and share them like a mother bird but the informational nourishment is never comprehensive and often seems insufficient.

-- Kamala Redd, NYC

# Why talk about race and equity in the classroom?

*It teaches civics standards!*

**Find the Mass. ELPS and more information here:**

<https://www.sabes.org/content/ma-elps-massachusetts-english-language-proficiency-standards-document-and-overview-videos>

1. Recognize culturally-associated values, beliefs, symbols, and behaviors, as well as damaging cultural stereotypes.
2. [...] balance acculturation with preserving one's culture.
3. Identify one's human, legal, and civil rights and responsibilities and understand how to exercise them.
4. Communicate respectfully with others and [...] listen and hear one another.
5. Identify and analyze public problems, drawing on diverse sources to better understand a problem and its root causes.
6. Deliberate with others to address community issues, consider options for change, identify decision makers, take constructive action, reflect on outcomes, and recognize progress or setbacks.
7. Recognize the rights, responsibilities, and opportunities of living in an interconnected digital world, and participate in ways that are safe, legal, and ethical.

# Why talk about race and equity in the classroom?

*It is an ethical choice -- but don't go it alone!*

- In a society where bias is real and pervasive, choosing to address this in the classroom is an ethical choice... if you can, and if you are prepared and supported!





# WHAT ARE YOU NERVOUS ABOUT?

I'm nervous about getting caught off guard by a student who expresses a racist opinion and getting tongue tied.

Insulting and people and shutting them out rather than the opposite!

Addressing students' concerns, emotions as we talk about race

Mediating student conflicts

Saying the wrong thing

About my students who this year are Muslim, and who I think don't like blacks.

Possible conflict; difficult to facilitate

Lacking sufficient time to give appropriate attention to student's views and questions  
Saying something that offends

Not everyone in my organization is on board with this work.

How to have complex discussions with low level ELL

White silence

Worry because I work in a correctional setting

Students relationships with each other being strained because of racist ideas being expressed by other students

I am nervous that maybe people might misunderstand me, or that maybe they understand me better than I do :|

Being unkind accidentally

Whitesplaining

Making the ideas accessible to my language learners

I am nervous because I want it to be right, perfect, sufficient so I don't create a worse bias

I'm not too nervous

Students becoming angry with me/each other

# WHAT ARE YOU NERVOUS ABOUT?

Hosting conversations about Race that are paced for white comfort, rather than appropriately/adequately and justly centering equity and the care and comfort of BIPOC participants and staff

Being a white woman addressing many people of color- I'm afraid of being inappropriate

Nervous about leading such materials very clumsily; hope not to do 'harm'

Student conflict

Offending someone

Ignoring individual responsibility

Saying the wrong thing  
Not having the correct words to express my self. Staff might be uncomfortable

Fear that my ideas aren't in alignment with where I work

Doing something new

Not knowing how to interrupt hurtful stereotypes in the moment

Not enough voices

I am nervous about having the appropriate guardrails.

I am nervous that I may fail, that I won't have the support or the tools or the wisdom to do this essential work.

The future - worldwide concerns re: "real estate" and ownership!

Being white & privileged

I am nervous sad for those who don't want to be part of this conversation!

Liability on an agency wide level

I'm nervous about getting caught off guard by a student who expresses a racist opinion and getting tongue tied.

Resistance from our primarily white board of directors

Excited to have great discussions (hopefully!)

Connecting content to equity discussions authentically.

I worry about managing situations where my students say racist things

Saying the wrong thing

Linguistic scaffolding anti-racism for low beginner ESOL students

**Building more authentic relationships**

**I'm excited about continuing to teach Civil Rights in the context of today's issues**

**I'm excited to help identify the motivations of our communities**

**Knowing that change is possible in the long run**

**Learning more**

**Being a part of change**

**Correcting key perspective s in history for me and my students**

**I am excited about already implementing some of the ideas I learned today into my work.**

**Being able to build community through relevance and connections**

**These conversations actually happening! These are crucial ways to move forward! Brava!**

**Learning the experiences of the students and what they think**

**I'm excited about engaging with peers to talk about how to manage descent in the classroom and building a supportive community.**

**Having an impact on positive community change**

**Doing something that is a small part of the solution**

**I am excited that our actions and voices are starting to affect real change. I have the ability to make change in my space and to plant the seed for change in those who are present.**

**centering student voices!**

**For my intent to better match my impact**

**I am excited to do better and to use my voice to work with my colleagues in ELT to decentre whiteness and engage with anti-racist pedagogies.**

**I am just happy it is being addressed by so many**

**Listening to students about their own experiences with race and their opinions about current issues**

**think about creating new materials with our professional development team to address these issues and questions.**

**Normalizing conversations about equity**

# ARE YOU EXCITED ABOUT?

Excited to learn more

Create a space for student voice

Knowing that change is possible in the long run

Building community through authentic learning; making connections

To potentially effect change!

The opportunity to be so much more relevant.

I'm excited we are having these conversations

I'm excited that the conversations are happening

Rich and complex conversations

Giving learners chance to talk about their experiences in this regard

Exploring a history of strength and resistance

Allow student to make positive changes in their lives

Being able to see my students again

People are becoming more comfortable talking about this

Students seeing connection between education and justice

About relevance and inspiration that I can use in class.

Looking forward to finding ways to get back into the classroom so that I can have these conversations.

Building more authentic relationships

I am excited about already implementing some of the ideas I learned today into my work.

I Had a presentation about Black History month. I want to make it better and not do it just in February.

I am excited of what my students will have to offer to enrich the conversation and the learning

Teaching diverse students, having conversations about differences

Excited that I have an opportunity to be a part of this work

I'm excited to see how different our society will hopefully be in 5 years

# Interview with Dalsaint Lavoir



<https://youtu.be/xxwhHK7t8Yg>



## In the chat...

- Reflect on what you struck you about this interview.
- What felt important?
- What questions do you have?
- How does this interview help you think about your own students?

# **How to talk about race and equity in the classroom**

**I'm not a teacher expert. I'm a teacher guide.**  
I'm a person who likes to learn, and so I can  
impart that excitement. My approach is, "We're  
going to learn this together."

**-- Kamala Redd, teacher at  
Mid-Manhattan Learning Center,  
NYC**



# How to talk about race and equity in the classroom

*Build community and trust in the class.*



- Give students a chance to get to know each other outside of hard conversations.
- Have the students set ground rules for speaking respectfully about hard topics.
- Invite students to talk about their experiences.
- Don't respond to everything. Let students respond to each other.
- Throw questions back at them rather than answering yourself.

# How to talk about race and equity in the classroom

*Think of it as survival and everyday English.*

Issues of race and equity are just as important for survival in the U.S. as being able to go to the grocery store or open a bank account.



Everyday Dialogues

## Talking to the Traffic Police

In this lesson, you will learn useful vocabulary and expressions related to traffic violations. You will practice being a traffic officer and a driver.

### Pre-Reading

#### A. Warm-Up Questions

1. What does a traffic police officer do?
2. What are some situations where a driver would have to talk with the traffic police?
3. Have you ever been pulled over by a police officer? Describe your experience.

#### B. Vocabulary Preview

Match the words on the left to the correct meanings on the right.





# How to talk about race and equity in the classroom

*Remember that it is everyday English.*

- Fingerprinted
- Up to no good
- Humiliation
- Border
- Speak up
- Raise our voices
- Allegedly
- Discriminate
- Hoodie
- Acquitted
- Warrant
- Cooperate
- Racial profiling
- Institutional
- Cuffs
- Unite

# How to talk about race and equity in the classroom

## Connect to what you already do. Make small changes so you don't overwhelm yourself.

### Civic Rights and Responsibilities

**Responsibilities** (الواجبات)

**A. vote**  
يصوت في الانتخابات

**B. pay taxes**  
يدفع الضرائب

**C. obey the law**  
يتبع القانون

**D. register with Selective Service\***  
يسجل الخدمة العسكرية الإلزامية

**E. serve on a jury**  
يؤدي الخدمة في هيئة محلفين

**F. be informed**  
يكون على اطلاع بما يجري

**Citizenship Requirements** (متطلبات الحصول على الجنسية)

**G. be 18 or older**  
أن يكون عمره 18 سنة أو أكثر

**H. live in the U.S. for 5 years**  
أن يكون مقيماً في الولايات المتحدة لفترة 5 سنوات

**I. take a citizenship test**  
أن يقدم لامتحان الجنسية

**Rights** (الحقوق)

**1. peaceful assembly**  
التجمع السلمي

**2. free speech**  
حرية التعبير

**3. freedom of religion**  
حرية الدين أو المعتقد

**4. freedom of the press**  
حرية الصحافة

**5. fair trial**  
المحاكمة العادلة

\*Note: All males 18 to 26 who live in the U.S. are required to register with Selective Service.

## Black Lives Do Matter

Jeff Cunningham

In this essay, I'm going to explain why I think the Black Lives Matter (BLM) movement is a good thing. It keeps the police in check and reminds them they are not above the law. I also think there needs to be a voice out there to stand up for those who have been wrongfully murdered by the police. Lastly, I think the BLM movement might, like other mass movements in the past, have enough power to change things for the better.

### Police Accountability

The police have always seemed to me like they think they are above the law. And I am not the only one who thinks this. A *USA Today* poll found that "Americans by 2-to-1 say police departments don't do a good job in holding officers accountable for misconduct."<sup>1</sup> A researcher quoted in the *Wall Street Journal* backs up this perception. He says, "It's very rare that an officer gets charged with a homicide offense resulting from their on-duty conduct even though people are killed on a fairly regular basis."<sup>2</sup> As everyday citizens, we don't have much control; that's why we need movements like Black Lives Matter. The police will always think



they are all powerful until we stand up together and demand that they be held accountable.

### Many Voices More Powerful than One

One person's voice usually doesn't hold much weight, but when people unite many voices into one, they have more power. For example, in Albuquerque, New Mexico, where police have a history of killing unarmed victims, people in the commu-

## Black Lives Matter vs. All Lives Matter

Why does the Black Lives Matter movement emphasize *black* lives instead of *all* lives? Because, according to their website, "When Black people get free, everybody gets free. #BlackLivesMatter doesn't mean your life isn't important—it means that Black lives, which are seen as without value within White supremacy, are important to your liberation... This is why we call on Black people and our allies to take up the call that Black lives matter. We're not saying Black lives are more important than other lives, or that other lives are not criminalized and oppressed in various ways. We remain in active solidarity with all oppressed people who are fighting for their liberation and we know that our destinies are intertwined."

— from <blacklivesmatter.com>

# How to talk about race and equity in the classroom

*Make room for students to talk about hard things that is appropriate to their language level.*

How are you feeling today?

How does {*the reading*} make you feel?

How do you feel when you see this picture?

How do you think she feels?





# How to talk about race and equity in the classroom

*Provide context for what your students might be experiencing.*

- Incorporate issues of race and equity into your everyday teaching. Don't wait until something comes up.
- Don't just talk about negatives. Also incorporate stories of fun, celebration, beauty, etc.



“Juneteenth at Oak Bluffs” by Sonia Sadler. Used with permission from Inez Sadler

# How to talk about race and equity in the classroom

## *addressing racism vs. talking about racism*



- Addressing race and equity in the classroom can be implicit rather than explicit.
- Make choices about what to teach and how to teach it based on who YOUR students are and where they come from.

## How to talk about race and equity in the classroom

*Speak from your own experience, and use resources that speak to theirs.*

“I eventually got a job in a dry-cleaner’s where they paid me in cash because I didn’t have a Social Security number. I used to work many hours and stress myself to the point that one day I passed out. I always got paid less than everybody else because my boss thought I didn’t have the right to say anything...Now I am trying to get my GED. I have amazing teachers who are helping me achieve my goal. Everyone should be able to have a career regardless of their immigration status.”

-- Patricia Vazquez, “I am a DREAMer” *Change Agent: Immigration*



# Diverse voices ♦ Diverse topics ♦ Diverse formats

## Water Treatment is Essential Work Two Adult Education Students Discuss the Program that Led to a Good (and Essential) Job

Garry Johnson Interviews Tom Connelly



Garry Johnson is a hardworking individual and wants to help others do well so those he helped can go on to help others. He is also a student at X-Cel in Boston, MA.



Tom Connelly works as a wastewater operator. He is a graduate of X-Cel Conservation Corps in Boston, MA. He is also a musician.

## I Miss My Mother

Bob L. Occesus

**BEFORE YOU READ:** The pandemic has separated us from many of our loved ones. Whom do you miss?

Before the pandemic, I visited my mother twice a week. She is old and sick. Our visits were important to both of us. When we met, she always asked me a lot of questions. She asked about my work, my school, and my plans for the next week. She also gave me advice. For example, she told me what attitude I should have in this country to avoid trouble with police and others. Sometimes she surprised me by making good food from our country, and we ate together.

Now, I can't see my mother. She lives only four miles away. But I can't see her because I don't want her to get sick. I am scared to lose her, like a lot of friends lost their mothers. I feel stressed about not seeing her for a long time. And I feel sad because I am not there to help her with



Bob L. Occesus was born in Haiti in 1976. He has three kids. He was a police inspector in Haiti. He is now a student at the JVS Hyde Park ESOL program in Boston, MA. His goal is to learn new things and start a new life in the USA.

## Breathe! Sorting through the Advice

Vidhya Palanimuthu

**BEFORE YOU READ:** When you are having emotional struggles, do you find people's advice helpful? Explain.

### People Give Advice

We often find people around us saying, "Relax, you will be fine." But is it that easy? If yes, then why do people need assistance and support to "treat" stress? It's absolutely not easy. I find it to be tremendously tough. It's not easy to make people understand what is going on in your mind when you don't understand it yourself. Sometimes, our minds can feel completely chaotic.

When I was struggling emotionally, a few friends offered real support, and a few others sounded more like they were quoting something from a Google search:

"Dance it out." But I was falling.  
"Go for a walk." But my legs were frozen.  
"Talk about it." But I was tongue-tied.  
"Go to bed early." But I was tossing and turning.  
"Focus." With a confused mind?  
"Think of good times. Smile!" But how?



Vidhya Palanimuthu is from India and has been living in Keene for the last six years. She is a busy mom of a 3rd grader and a grader, and she loves being a mom. She takes some time out herself to attend Keene Community Education. It's a great place to learn and socialize with the best teachers and awesome students. She also enjoys drawing, painting, and music.

revisit some of my childhood hobbies like painting. I found I could wipe away the blues with happy colors. Trust me: colors can do magic. I tried reading with no barriers or judgements. I read magazines, cookbooks, online articles, kids' comics.

I also turned to my family. They were my greatest support. We cooked together, played together, and shared childhood stories. Sometimes a good long hug is the best medicine. We ne

## Endorphins – A Natural Remedy

Tyese Dowse

**BEFORE YOU READ:** Read about endorphins in the box below. Have you ever experienced a "high" from endorphins?

When it comes to mental health, going to the gym is my heaven. When the pandemic hit, I couldn't go to the gym anymore, so I started going for walks. I walked fast to get my heart pumping and my body sweating. I also played sports with my son in the park, which made my heart smile.

When you exercise, your body releases a chemical called endorphins. Endorphins send a message through your nervous system that results in a great mood. They make you feel like you're a kid again. They make you feel energized. When I exercise and I'm listening to Jennifer Lopez or Beyonce, I start my personal party. After I work out, my heart and mind feel much lighter – which is so helpful during this difficult time. Endorphins can also help relieve pain and stress.

I encourage everyone to start walking. Just start with a block or two and take it from there. If you do a little bit at a time, you will see progress,

and you can enjoy this awesome feeling of relaxation.

My love of exercising came from being a dancer in my younger years. Dance class gave me a hard workout and this is how I experienced heaven. I noticed that afterwards, I had more energy, not less! I have used this energy to explore my creative side. I've painted and drawn a lot of masterpieces. I've also become a better and more creative cook.

I'm not too sure if things are ever going back to normal. Even if the gyms are open, safety comes first. I'm really starting to love my outdoor



away her clothes, and

agine some of the best  
we can feel close to  
nt to see my mom,

wrong, it is barely no-  
v the rule:

g.: "Who misses me?"

h do you miss? I miss

m, him, or her, then use  
Write questions using

# Two Audio Articles about Hair:

## **“Mine was the Most Kinky”**

<https://changeagent.nelrc.org/issues/issue-46-march-2018-hair/mine-was-the-most-kinky/>

Note: this one has picture story version running along bottom of page.



## **“Some Fiiiine Hair”**

<https://changeagent.nelrc.org/wp-content/uploads/2018/03/Some-Fiiiine-Hair.m4a>

Note: this audio is a little different from most of our audio; it is read by the author herself!



# Here are four Google slide presentations that address race

1. **Black Lives Matter** — high intermediate ESOL
2. **Talking to the Police** — high intermediate ESOL
3. **Intro. to Racism in the U.S.** — high intermediate ESOL
4. **Equality vs. Equity** — can be adapted for various levels

Instructions: Riva will show you around the BLM one. Then take **5 minutes** to explore that one or any of the other three. Note something that stand out and bring that observation back.

**All slideshows are located here:**

**<https://changeagent.nelrc.org/in-the-classroom/lesson-packets/>**

# Hope to see you for the last webinar

1. April 13 – Implicit Bias
2. April 20 – Classroom Materials and Practices (with Riva Pearson)
3. April 27 – Programs and the Field (with Carmine Stewart)

*Remember: Check out this interactive space where we have collected some best practices, and where you can share your own experience.*

<https://docs.google.com/document/d/1mnsTxTZc3rHo9K1kik49ghnBx3s7HW4trtiXGBoqRUY/edit?pli=1>

Questions/comments? Contact me at Cynthia Peters,  
[cynthia\\_peters@worlded.org](mailto:cynthia_peters@worlded.org)

# Handouts

- ◆ Lesson Packet 12 – “Facing Racism” – content and strategies for talking about race in the adult ed classroom.

<https://changeagent.nelrc.org/in-the-classroom/lesson-packets/#packet12>

- ◆ Lesson Packet 17 – “Indigenous People’s Issue (Level 4 Adaptations)” – 5 articles by and about indigenous peoples.

<https://changeagent.nelrc.org/in-the-classroom/lesson-packets/#packet17>

- ◆ “Talking about Race” – this issue of *The Change Agent* is free this year. Go to <https://changeagent.nelrc.org/>, fill out the form, and receive a PDF of the magazine, all the audio, and all the extras!



# Resources

Best Practices for Talking about Race in the Classroom --

<https://changeagent.nelrc.org/in-the-classroom/lesson-packets/#packet12>

*The Change Agent* – students tell stories of taking action in micro and macro ways in school, family, community, and workplace. <https://changeagent.nelrc.org/>

EdTech Center – <https://edtech.worlded.org/>

NCTN – College Success for Single Mothers.

<https://www.collegetransition.org/career-pathways/featured-projects/single-mothers-success/>

NELRC: resources for civic engagement -- <https://nelrc.org/resources/#civic>

“Literacy and Justice” – blog by Ira Yankwitt from the Literacy Assistance Center, with link to Google doc of teaching resources: <https://www.lacnyc.org/lit-and-just-message.html>

COABE Student Ambassador training – <https://coabe.org/student-ambassador/>

ProLiteracy Advocacy Toolkit – <https://www.proliteracy.org/What-We-Do/Advocacy>

“Racial Equity,” COABE Journal -- <https://coabe.org/coabe-journal/>



**Questions/Comments/Want to pursue  
this work in your program or region?**

**Contact us at:**

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***Next (and last) webinar: April 27, 2021, 4:00 pm (eastern)***



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