

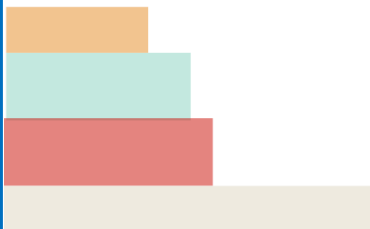
RESOURCE GUIDE FOR EDUCATORS



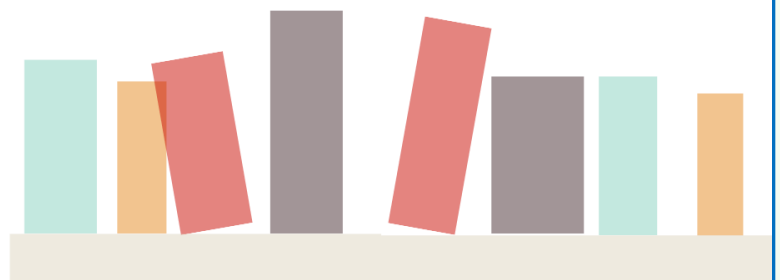
WORLD
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Celebrating 70 Years

SOCIAL AND EMOTIONAL LEARNING: CULTURALLY RESPONSIVE TEACHING

SESSION 2 | FEBRUARY 10TH, 2021 | 4PM TO 6PM PST



COMPILED BY:
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& ADELINE PERKINS



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Professional Educator
Standards Board



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How To Use



Visual Media



Audio / Podcast



Charts and Graphs



Lesson Plans

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Introduction of Series Facilitators



FACILITATOR: Hello, I'm Dr. Anu. I'm a speaker, facilitator, consultant, author and educator specializing in issues of diversity, racial equity and social change. I believe in pushing the conversation — without pushing folks away.

All of us want to feel a deep sense of belonging and worthiness.

As founder and director of Dr. Anu Consulting, I invite people to grapple with the challenges of history and navigate our present with curiosity, honesty and a commitment to social justice. I am comfortable with discomfort, and hold space for complexity from a mindful and holistic framework.

As an educator, I've taught more than 6,000 students over the past 25 years, helping to foster and advance the transformative power of awareness and empathy. As a public speaker, I've delivered graduation speeches, keynotes, and presentations at over 150 libraries, literary festival and community organizations around the Pacific Northwest.

As a consultant and facilitator, I partner with clients to ensure that our work strategically addresses the underlying issues beyond the "check the box" approach. In all my work, I strive to create compassionate spaces for individuals to feel heard, plugged in, and invested.



FACILITATOR: Ryan Hauck is a teacher at Glacier Peak High School in Snohomish, WA. As a teacher of comparative politics and international studies, he is often applauded for bringing the world into his classroom by engaging students around the importance of living in an increasingly interconnected, interdependent world. One of Ryan's global projects has been his work in the Niger Delta region of Nigeria, building not only a sister school relationship between his high school and a remote village school in Oporoza, but also a village library. Recently, Ryan participated in a U.S. State Department fellowship to Senegal as part of the Teachers for Global Classroom Program and as a fellow with the Goethe Institute's Transatlantic Outreach Program to Germany. As part of this program, Ryan worked with a cohort of classmates and teachers on a professional development project in Cambodia to enhance teacher training and student learning. As a Washington State Council for the Social Studies Board Member, Ryan extends his passion for global studies to other teachers, students, and communities. Over the last 15 years, Ryan has worked closely with the World Affairs Council and hosted numerous International Visitor Program delegations at his school. He has traveled to South Africa and Swaziland, returning to write curriculum for other teachers to use. Ultimately, Ryan wants his students to think critically about world issues, acquire the skills needed to be globally competent in the 21st century, and become actively engaged citizens locally, nationally, and internationally.

Hello colleagues,

I'm Dr. Anu, your friendly facilitator. I'm eager to dig into the two themes we'll be exploring this year, social and emotional learning and culturally responsive teaching. I'm writing to introduce myself and welcome you into the cohort.

I've been faculty at UW for a long time (19 years), and teach about race, identity, social justice and global issues. I've worked as a racial equity consultant for just about as long, and have extensive experience facilitating all kinds of conversations across staff, boards, public agencies, corporate and educational institutions both in the US and abroad. As part of the Humanities Washington Speakers Bureau for many years, I've traveled the state giving presentations on issues of race, identity and belonging. My current talk is called "[Tangled](#)" and all about hair! You're welcome to learn more about me [here](#).

During our time together, we'll create some common language, get more comfortable with the uncomfortable, and deepen our skills to serve both our students and ourselves with more grace and nuance. All levels of knowledge, comfort, and experience with these topics welcome. I don't use guilt and shame to teach, and rather, use care, warmth, thought-provoking questions and meaningful discussions to engage.

Thank You,

Anu

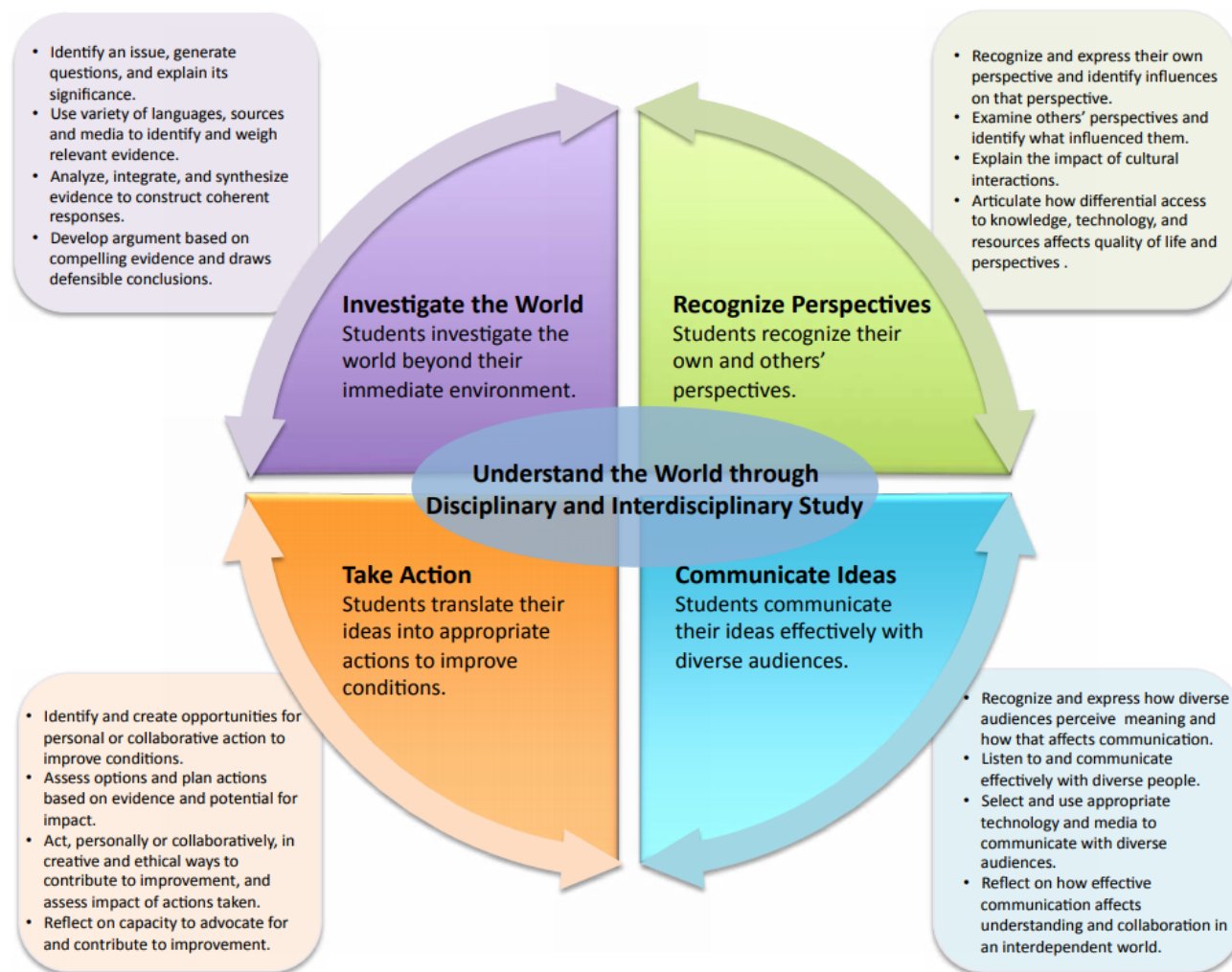
EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

Global competence is the capacity and disposition to understand and act on issues of global significance” (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives** others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



Key Terms

Social and Emotional Learning (SEL)

[https://casel.org/overview-sel/#:~:text=Social%20and%20emotional%20learning%20\(SEL,maintain%20positive%20relationships%2C%20and%20make](https://casel.org/overview-sel/#:~:text=Social%20and%20emotional%20learning%20(SEL,maintain%20positive%20relationships%2C%20and%20make)

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Culturally Responsive Teaching

<https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-culturally-responsive-teaching>

Culturally responsive teaching (CRT) is a research-based approach that makes meaningful connections between what students learn in school and their cultures, languages, and life experiences. These connections help students access rigorous curriculum, develop higher-level academic skills, and see the relevance between what they learn at school and their lives.

Cultural Competence

<http://makeitourbusiness.ca/blog/what-does-it-mean-be-culturally-competent>

Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures. Cultural competence encompasses. being aware of one's own world view. developing positive attitudes towards cultural differences. gaining knowledge of different cultural practices and world views.

Unconscious Bias

<https://diversity.ucsf.edu/resources/unconscious-bias>

Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that's considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.

Microaggression

<https://www.merriam-webster.com/dictionary/microaggression>

A comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as a racial minority).

Professional Growth Plan

From the Washington State Professional Educator Standards Board:

Professional growth plans (PGPs) are job-embedded, self-directed professional development. With a PGP, teachers, administrators, paraeducators, and ESAs set their own goals, align them to certification standards, design an action plan, and collect evidence documenting growth towards achieving their goals. Educators then reflect on the process. There is no cost to an educator for a PGP. Only one PGP may be completed each year. PGPs are completed between July 1 of one year and June 30 of the next. A Washington certified educator must review the PGP for completion. PGPs for program completion are part of Washington State's educator preparation programs.

Clock Hours

Clock hours from PGPs are eligible for use in salary advancement, and may be used for certificate renewal. Clock hours from PGPs may also be used in the paraeducator certificate program. PGPs are equivalent to 25 clock hours.

Imagine these scenarios

- A teacher creates and implements student growth goals for her focused evaluation – and now receives clock hours for her work at no cost.
- Two teachers, a principal, and a counselor at a rural school collaborate on a year long initiative to improve school climate. They are hours from a major town, but with PGPs, these educators can acquire clock hours for activities right in their local school.
- A science teacher attends a week long marine biology seminar on the Oregon coast. With a PGP, this teacher can use their out-of-state learning experiences to earn Washington State clock hours.

How do I complete a professional growth plan?

1. Complete the PGP template for certificate renewal – PESB form 1697 (document)
2. Attach evidence from your focused evaluation, PLC, project, or other learning experience.
3. Have a certificated Washington State educator review and sign.
4. Turn in the verification form (PDF) according to your district procedures for consideration for salary.

Professional Growth Plan Rubric

All documents and PDF files can be found at <https://www.pesb.wa.gov/workforce/developing-current-educators/pgp/> Further details on how to complete PGP's, earn a certificate and more resources to help getting started can also be found here. The below rubric is only the first part of three rubric guidelines for the PGP plan.

This rubric is designed as a guide when developing and completing the professional growth plan (PGP).

The columns and statements are to prompt discussion between the participant and the reviewer as to how to best define and describe the plan for professional growth. The participant should consult with the reviewer to modify the PGP so that both parties agree with what is needed to meet expectations.

Elements & Criteria	Does not meet expectation	Progressing toward expecta-	Meets Expectation
Self-assessment and area of focus.	Does not identify self-assessment used or area of focus selected	Identifies either self-assessment used or area of focus selected, but not both	Identifies self-assessment used and area of focus selected
Standards. Goals must align to the certificate standards at the career level benchmarks	Goals not aligned to appropriate standard or benchmarks/strands	Some but not all goals aligned to appropriate standard or benchmarks/strands	All goals clearly aligned to appropriate standards and benchmarks/strands
PGP	Does not identify educator's goal(s) for professional growth. If identified, goal is not specific	Identifies educator's goal(s) for professional growth that is specific, but does not describe how the goal relates to self-assessment and focus area identified in question one	Identifies educator's goal(s) for professional growth that is specific and describes how it relates to both the self assessment and the focus area identified in question one
Intended outcomes: Define new learning / practices	Intended outcomes do not reflect new learning/practices	Some intended outcomes reflect new learning/practices	All intended outcomes reflect new learning/practices
Relevant to professional growth goal and student growth	Intended outcomes are not relevant to the professional growth goal or student growth goal	Intended outcomes are relevant to the professional growth goal or student growth but not both	Intended outcomes are relevant to the professional growth goal and student growth

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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

Social Emotional Learning K–12 Standards Adoption Statement

The state of Washington recognizes that social emotional learning (SEL) should be an integral part of every student's educational experience. The SEL standards and benchmarks along with the guiding principles provide a foundation and system for effective SEL implementation. This framework outlines key SEL skills and defines SEL as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. The Washington state SEL standards and benchmarks were developed by a team comprised of practitioners and other experts working with youth and families in an educational setting, and with knowledge of topics related to SEL.

The SEL standards and benchmarks were developed through the lens of four guiding principles: equity, cultural responsiveness, universal design, and trauma-informed practices, and reflect input received from statewide stakeholders through focus groups, community forums, and an online survey.

As Superintendent of Public Instruction, I support providing well-rounded education for our students; SEL is an essential part of this. Social emotional learning teaches to the whole child and leads to the development of powerful learning habits that include essential skills such as emotional management, collaboration, communication, and responsible decision-making. SEL skills impact both the readiness to learn and the ability to benefit from learning opportunities. SEL has been shown to increase students' understanding of themselves and the world around them, and increase academic success, decrease emotional distress, and promote positive social behavior.

Pursuant to RCW 28A.300 and based on widespread support from educators and statewide SEL stakeholders, I hereby adopt the ***Social Emotional Learning Standards and Benchmarks***.

Adopted on this 1st day of January 2020.

Kind Regards,

A handwritten signature in blue ink, appearing to read 'Chris Reykdal', written over a light blue circular background.

Chris Reykdal
Superintendent of
Public Instruction

Washington State K-12 Social & Emotional Learning Standards & Benchmarks

Self	Social
<p>STANDARD 1 - SELF-AWARENESS – Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.</p> <p>BENCHMARK 1A -Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.</p> <p>BENCHMARK 1B - Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.</p> <p>BENCHMARK 1C - Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.</p>	<p>STANDARD 4 - SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.</p> <p>BENCHMARK 4A - Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.</p> <p>BENCHMARK 4B - Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.</p> <p>BENCHMARK 4C - Demonstrates an understanding of the variation within and across cultures.</p>
<p>STANDARD 2 - SELF-MANAGEMENT – Individual has the ability to regulate emotions, thoughts, and behaviors.</p> <p>BENCHMARK 2A - Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.</p> <p>BENCHMARK 2B - Demonstrates responsible decision-making and problem-solving skills.</p>	<p>STANDARD 5 - SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.</p> <p>BENCHMARK 5A - Demonstrates a range of communication and social skills to interact effectively with others.</p> <p>BENCHMARK 5B - Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.</p> <p>BENCHMARK 5C - Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.</p>
<p>STANDARD 3 - SELF-EFFICACY – Individual has the ability to motivate themselves, persevere, and see themselves as capable.</p> <p>BENCHMARK 3A - Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.</p> <p>BENCHMARK 3B --Demonstrates problem-solving skills to engage responsibly in a variety of situations.</p> <p>BENCHMARK 3C - Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.</p>	<p>STANDARD 6 - SOCIAL ENGAGEMENT – Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.</p> <p>BENCHMARK 6A - Demonstrates a sense of school and community responsibility.</p> <p>BENCHMARK 6B - Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.</p> <p>BENCHMARK 6C - Contributes productively to one's school, workplace, and community.</p>

Washington SEL Implementation Brief: Focus on Culturally Responsive Practices

Opportunities for Equity-Focused SEL Practices

Self-awareness and social awareness

Support students to develop positive racial, ethnic, cultural, and linguistic identities and cultivate students' critical, social, and political consciousness.³ Provide opportunities to examine and compare dominant and non-dominant values, such as individualism and collectivism. Help students understand how race, class, and other identities position them differently in various settings. Help students recognize that their ability to navigate these competing demands and messages is a strength.

Support educators to reflect on how their cultural worldview and biases influence their interactions with students and families. Provide opportunities for educators to develop a socio-cultural, historical, and equity-focused orientation to their work with students.

Self-management and social management

Help students to develop coping strategies to manage acculturative stress, microaggressions, and discrimination. Provide students with opportunities to engage in critical analyses of inequality and support them to process their emotions and channel their energies toward challenging inequities and advocating for themselves, their allies, or communities.

Provide educators with opportunities to listen deeply to students' life experiences and perspectives. Support educators to integrate universal design for learning (UDL), culturally responsive, and healing-informed practices. Encourage educators to consider how school policies and practices may be interpreted and implemented differently depending on one's identity, as no practice is neutral.

Self-efficacy and social engagement

Support students in developing a sense of collective efficacy by working with others to challenge injustice and create positive change—for example, through youth participatory action research. Provide opportunities for students to participate in class, school, and community decision making.

Support educators in developing positive, trusting relationships with students whose identities and backgrounds differ from their own. Encourage educators to reflect on how they can offer students opportunities for collective empowerment through social engagement. Provide opportunities for educators to collaborate with others as a way to enhance their own growth.

Washington SEL Implementation Brief: Focus on Culturally Responsive Practices

CONSIDERATION FOR CULTURALLY RESPONSIVE PRACTICES

Culturally responsive practices are approaches in which students' cultural strengths and identities are used as assets for developing social emotional and academic skills that promote school and life success. These practices support students' academic achievement and sense of well-being by affirming their cultural place in the world. Culturally responsive practices are intentional in critically examining power and privilege, implicit biases, and institutional racism, which serve as barriers to realizing the full potential of transformative social emotional learning (SEL) practices.

WHAT IS SOCIAL EMOTIONAL LEARNING?

SEL is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. (See Washington state's SEL Implementation Guide)

SEL is **not** a way to "grade" or identify deficits, and it is not just a curriculum or add-on. Rather, SEL is an intentional approach to building student assets.

SEL supports **education equity**¹ in multiple ways: emphasizing whole-child development, drawing attention to the social nature of learning, advancing the belief that all children can learn, developing young people's skills to navigate social contexts, and improving relationships between students and educators—a key protective factor for **all** students.²

Implications for Individuals

Strengthening cultural responsiveness requires educators to reflect on their own cultural norms and upbringing as they engage in learning about their students' cultures and backgrounds. Educators—many with backgrounds different from their students—must be prepared to recognize how their own personal values, belief systems, and principles impact their instructional practice, language, and actions toward students.

¹ Educational equity means that each child receives what he or she needs to develop his or her full academic and social potential. Retrieved from the National Equity Project website: <http://nationalequityproject.org/about/equity>

² Jones, S. M., & Kahn, J. (2017). *The evidence base for how we learn: Supporting students' social, emotional, and academic development. Consensus statements of evidence from the Council of Distinguished Scientists*. Washington, DC: Aspen Institute.

³ Social and Emotional Learning Benchmarks Workgroup. (2016). *Addressing social emotional learning in Washington's K–12 public schools*. Retrieved from <http://www.k12.wa.us/>

Washington State SEL Framework and Guiding Principles

1. SEL implementation starts with capacity building.
2. SEL requires collaboration between families, educators, community partners, and young people in its design and implementation.
3. Washington State SEL is shaped by a commitment to the following four guiding principles:

Equity:

Each child receives what he or she needs to develop his or her full potential.

Culturally responsive:

Culture is viewed as a resource for learning, not a barrier.

Universal design:

Learning differences are planned for and accommodated.

Trauma-informed:

Knowledge of the effects of trauma is integrated into policy and practice.

Social and Emotional Learning

Overview of SEL

[https://casel.org/overview-sel/#:~:text=Social%20and%20emotional%20learning%20\(SEL,maintain%20positive%20relationships%2C%20and%20make](https://casel.org/overview-sel/#:~:text=Social%20and%20emotional%20learning%20(SEL,maintain%20positive%20relationships%2C%20and%20make)

Educators, parents, and policymakers who recognize that the core SEL competencies are necessary for effective life functioning also know these skills can be taught. Extensive research demonstrates that school-based SEL programs can promote and enhance students' connection to school, positive behavior, and academic achievement (Durlak et al., 2011). Classroom teachers can help students develop social and emotional competencies by directly teaching these skills, by using engaging curriculum materials, and by implementing specific instructional and classroom-management practices.

Why Social and Emotional Learning is Essential for Students

<https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>

Promoting social and emotional development for all students in classrooms involves teaching and modeling social and emotional skills, providing opportunities for students to practice and hone those skills, and giving students an opportunity to apply these skills in various situations. This site provides an overview on various learning strategies to begin implementing SEL in the classroom.



Big Picture: Social and Emotional Learning Podcast

<https://www.stitcher.com/show/not-your-normal-social-emotional-learning>

This Social Emotional Learning podcast shares practical wisdom from the global community of inspiring teachers and parents. Featuring fresh perspectives and practices that, until now, were only available at education conferences. Episodes always include: Fresh insights about emotions, critical thinking skills, respect, empathy, trust, and more... Research-based and experience-tested analysis. Actionable steps that make good sense for you and the kids in your care. Especially helpful for, but not limited to, ECE (early childhood education). A practical guide with an elementary school and out-of-

Resources for Equity-Focused SEL

Social Emotional Learning and Equity Pitfalls and Recommendations: <https://nationalequityproject.org/about/social-emotional-learning-equity>

Building Relationships With Tribes: A Native Process for ESSA Consultation: <http://www.k12.wa.us/ESEA/ESSA/Training/TribalConsultationHandout.pdf>

OSPI SEL Online Education Module—Social and Emotional Learning in Washington State Schools: Building Foundations and Strategies: <http://www.k12.wa.us/StudentSupport/SEL/OnlineModule.aspx>

A brief from the Wallace Foundation exploring quickly taught SEL strategies:

Kernels of Practice for SEL: Low-Cost, Low-Burden Strategies

A practical guide with an elementary school and out-of-school-time focus that looks inside and across 25 leading SEL programs:

[Navigating SEL From the Inside Out](#)

Culturally Responsive Teaching

Making SEL Culturally Competent

<https://www.edutopia.org/article/making-sel-culturally-competent>

Over the past decade, thousands of K–12 schools and school districts have embraced social-emotional learning as a key ingredient in their students' success. Now, educators invested in social-emotional learning want to ensure that SEL practices are enacted in ways that are culturally responsive to and equitable for youth from historically marginalized groups.



Letting Young People Lead With Their Identity

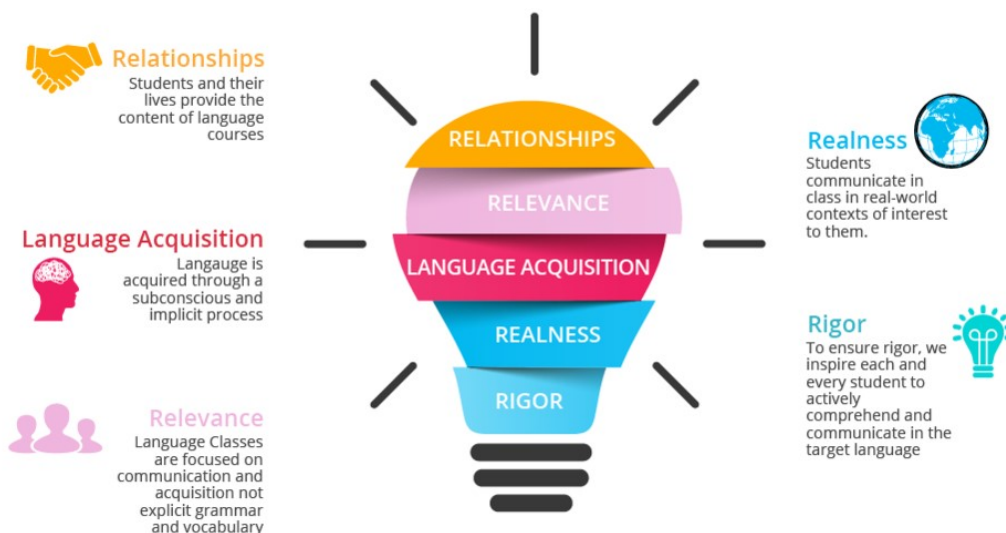
<https://www.youtube.com/watch?v=VaMsFGhAQgk>

Two minute YouTube video on SEL and letting students be fully present with their diverse identities.

Going Beyond A Diverse Classroom Library

<https://www.edutopia.org/article/going-beyond-diverse-classroom-library>

Utilizing books that are written by culturally diverse authors and portraying characters that are culturally diverse to create an inclusive classroom where all the students' unique identities are represented is just a starting point. This article outlines the next steps teachers can take to be more inclusive in the classroom and ways that they can utilize diverse literature.



The Practice of Culturally Responsive Teaching



Identity & Achievement

Culturally responsive teachers transform education from traditional to respectful by respecting and adopting multiple cultures and experiences and recognizing strengths and accomplishments.

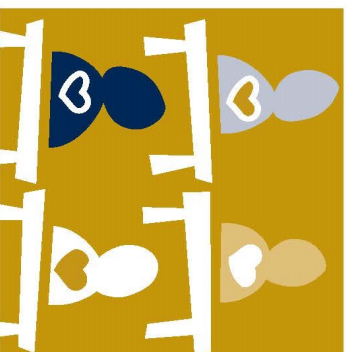
**Identity Development
Cultural Heritage
& Diversity**



Equity & Excellence

Culturally responsive teachers support and facilitate learning opportunities, provide individual attention and encouragement, enable and empower learning, and cultivate cultural sustainability.

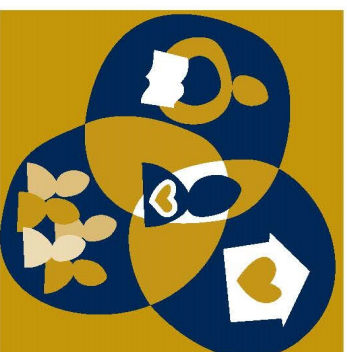
**Teacher Dispositions
Inclusiveness**



Developmental Appropriateness

Culturally responsive teachers engage in multiple teaching and learning styles through the integration of multitraced scaffolding and communication styles and including a multitude of subjects and pathways to access content.

**Learning Styles
Teaching Styles**



Teaching the Whole Child

Culturally responsive teachers extend learning beyond the confines of standardized curriculum by integrating sources that reflect the students in their classrooms, thus bridging the home, school, and community.

**Skill Development
in Cultural Context
Bridging the Home,
School and Community**



Student Teacher Relationships

Culturally responsive teachers have high expectations for their students and are not only concerned with the well-being of the child in the school but also empowers them to achieve success in the outside world.

**Caring Teachers
Empowering Students**



© 2017 Center for Culturally Responsive Practices and Oregon Teacher Pathway Programs at Eastern Oregon University. Adapted from the work of Gay (2010), Brown-Jeffy and Cooper (2011) and written by Lubbees (2014).



Culturally Responsive Teaching

Culturally Responsive Social and Emotional Learning (SEL)

<https://medium.com/inspired-ideas-prek-12/culturally-responsive-social-and-emotional-learning-be7fb6e3d58d>

A one-size-fits-all approach to SEL instruction may not be the best fit for many learners. The reason for this lies within human nature itself: our social interactions, behaviors, and emotions are intricate and fluid; moreover, they are heavily influenced by other factors, such as our cultures...The intersection of culture and SEL is an important one, since school settings are often meeting grounds for learners and educators from a rich and diverse range of cultures, languages, and behavioral norms. Given this, scholars across several disciplines are exploring how cultural responsiveness, or the practice of respecting and learning from a multitude of cultures, can influence how students develop SEL competencies.

Engaging SEL Competencies to Create A Culturally Responsive-Sustaining Classroom

<https://blog.savvas.com/engaging-sel-competencies-to-create-a-culturally-responsive-sustaining-classroom/>

Culturally Responsive-Sustaining education (CRSE) is built on the transformative research of Gloria Ladson-Billings, Geneva Gay, Django Paris, and H. Samy Alim among others. It is rooted in the view of learning where students' identities, cultures, and experiences are elevated as assets to powerful educational experiences. CRSE centers the diverse expressions of students and seeks to affirm and sustain their unique backgrounds and communities of origin.

Social Emotional Learning and Cultural Relevant Teaching

<https://youtu.be/tU-6plegdOw>

This is a forty-minute webinar on SEL for teachers to learn about integrating culturally responsive strategies with SEL. Social-Emotional Learning and Cultural [sic] Relevant Teaching create a learning environment that ensures the human rights of all students. In this webinar, we will address the social justice and pedagogical strategies to support a culturally relevant implementation of SEL. The purpose of the webinar is to inform educators about resources and strategies to support an intercultural education that is culturally responsive.

Culturally Responsive Teaching

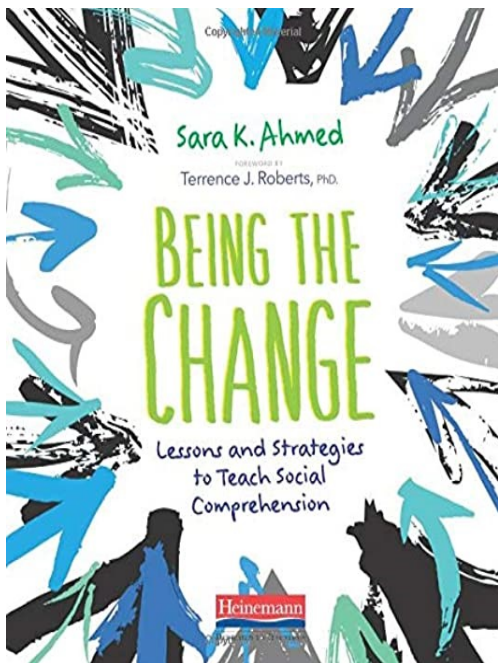


Culturally Responsive Teaching with Jenn Kleiber

<https://teachmeteacherpodcast.com/2020/02/03/149-culturally-responsive-teaching-with-jenn-kleiber-pt-1/>

Jenn has so much to offer from her experience working with students of all backgrounds, and she enriches our practices in this podcast. In this talk, we hit on several pieces of culturally responsive teaching, such as:

- What is culturally responsive teaching?
- Why some people might be resistant to it?
- What does it look like in the classroom?
- Why deep culture matters ?



Being the Change: Lessons and Strategies to Teach Social Comprehension by Sara K. Ahmed

<https://www.goodreads.com/en/book/show/38496804-being-the-change>

Being the Change is based on the idea that people can develop skills and habits to serve them in the comprehension of social issues. Sara K. Ahmed identifies and unpacks the skills of social comprehension, providing teachers with tools and activities that help students make sense of themselves and the world as they navigate relevant topics in today's society. Each chapter includes clear, transferable lessons and practical strategies that help students learn about a targeted social comprehension concept.



Four Misconceptions About Culturally Responsive Teaching

<https://www.stitcher.com/podcast/jennifer-gonzalez/the-cult-of-pedagogy-podcast/e/51428036>

Forty-minute podcast about the misconceptions of being culturally responsive in the classroom. "Some teachers think they're practicing culturally responsive teaching, when in fact, they're kind of not. In this episode, I interview Zaretta Hammond, author of Culturally Responsive Teaching and the Brain, to identify and correct four common misconceptions teachers have about how to best help our diverse students thrive in school."

Disarming Discomfort



Mitzi Carter on Perspective Consciousness and Cultural Discomfort

<https://globallearningpodcast.fiu.edu/season-1/episode-11-mitzi-carter/index.html>

Dr. Mitzi Carter is a Cultural Anthropologist who teaches courses in Anthropology, East Asian Studies, and the African and Africa Diaspora....On this episode, Mitzi shares her own experience with cultural discomfort as she grew up trying to make sense of her combined African American and Japanese ancestry.



Why it's worth listening to people you disagree with | Zachary R. Wood

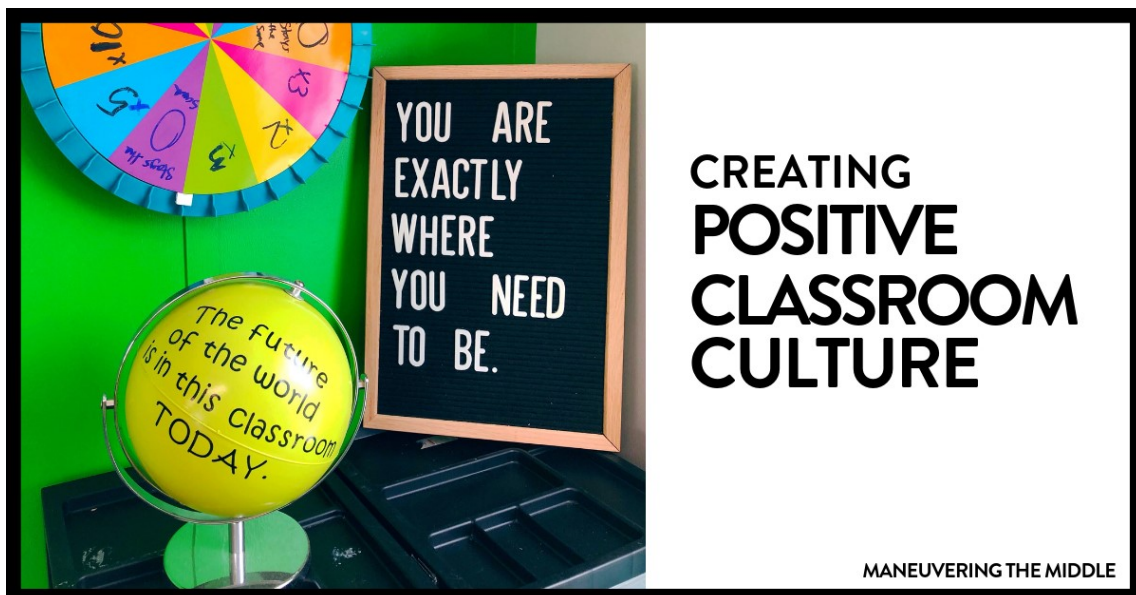
https://www.youtube.com/watch?v=LY5hMMjiN6k&feature=emb_logo

We get stronger, not weaker, by engaging with ideas and people we disagree with, says Zachary R. Wood. In an important talk about finding common ground, Wood makes the case that we can build empathy and gain understanding by engaging tactfully and thoughtfully with controversial ideas and unfamiliar perspectives. "Tuning out opposing viewpoints doesn't make them go away," Wood says. "To achieve progress in the face of adversity, we need a genuine commitment to gaining a deeper understanding of humanity."

The Key to School Change: Getting Comfortable with Discomfort

<https://www.edutopia.org/blog/getting-comfortable-with-discomfort-grant-lichtman>

Improvement requires change, which often means discomfort. Your school can edge out of its comfort zone by breaking down silos, taking risks, and shifting resources.



Disarming Discomfort



Uncomfortable Conversations: Talking About Race In The Classroom

<https://www.npr.org/sections/ed/2015/04/24/401214280/uncomfortable-conversations-talking-about-race-in-the-classroom>

Open up the newspaper or turn on the news these days, and you'll find plenty of talk about race and racism. But it's a different story in many classrooms. Some teachers don't consider race germane to their math or English syllabus. Others strive for colorblindness in the classroom, wanting to believe we live in a post-racial society. Unfortunately, says H. Richard Milner, we don't. Milner directs the Center for Urban Education at the University of Pittsburgh. He spends much of his time researching effective teaching methods and leading professional development for teachers, schools and districts, helping to implement teaching strategies that deal with race.

Let's Get (Un)Comfortable

<https://www.teachbetter.com/blog/lets-get-uncomfortable/>

It is important for educators to step outside their comfort zone in order to grow and become better teachers. By staying in our defined comfortable areas, educators will stagnate and that can be translated to the students and classroom atmosphere.

Disarming Discomfort

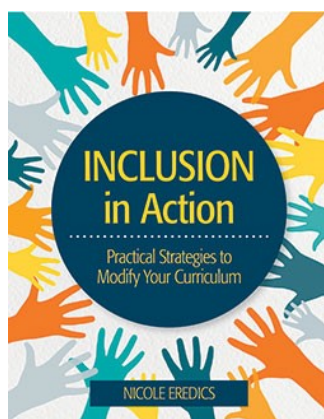
Let's Get Comfortable with Being Uncomfortable

<https://ncte.org/blog/2017/03/lets-get-comfortable-uncomfortable/>

Currently in our country there are a plethora of issues going on, both political and social. And some of it is extremely frightening, even for adults. I challenge you to get comfortable with being uncomfortable. It's positive for students to be able to have classroom environments that tackle tough issues. It's positive to listen to those they disagree with. It's positive for them to see you, as their teacher, discern the difference between strongly-worded tactical rhetoric and the facts of arguments based on data.

Inclusion in Action: Practical Strategies to Modify Your Curriculum by Nicole Eredics

<https://www.goodreads.com/book/show/36205817-inclusion-in-action>

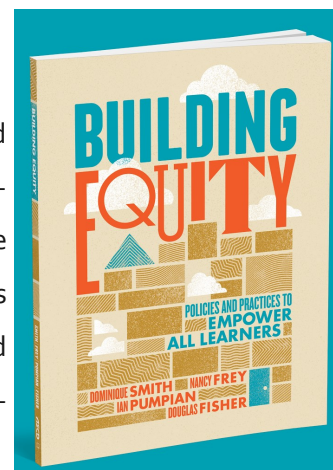


For students working below grade level, curricular modifications can provide equal and meaningful opportunities to learn alongside their same-age peers. This book guides educators on how to modify the curriculum for students with intellectual disabilities participating in the general education classroom, providing 40 strategies that demonstrate how to alter the materials or objectives of a lesson.

Building Equity: Policies and Practices to Empower All Learners by Dominique Smith, Nancy Frey,, Ian Pumpian, Douglas Fisher

<https://www.goodreads.com/en/book/show/35858101-building-equity>

Imagine a school with a diverse student body where every student feels safe and valued, and all students—regardless of race, culture, home language, sexual orientation, gender identity, academic history, and individual challenges—have the opportunity to succeed with challenging classes, projects, and activities. In this school, teachers notice and meet students' individual instructional needs and foster a harmonious and supportive environment—and students feel empowered to learn, to grow, and to pursue their dreams.



Disarming Discomfort

Critical Conversations in the Classroom

<https://teaching.usask.ca/strategies/critical-conversations-in-the-classroom.php>

This website is a list of resources developed for instructors on facilitating conversations on difficult topics and managing unexpected discussions in the classroom environment. The resources also include suggestions on actions to support Indigenous students during this socio-politically charged time.

Why Culture in the Classroom Matters

<https://blog.flipgrid.com/news/askyaritza-01>

Today, teachers have a more diverse classroom. They are no longer a “traditional” environment, which means instruction has to be built on individual experiences and prior student knowledge. We know that no two students will learn alike and, therefore, traditional instructional strategies are not effective for all learners. It is imperative that educators make time to cultivate a classroom that is respectful of all learning preferences and cultural experiences of their learners.

"selectivity based on ethnic differences is not present in the first days of life, but is learned within the first 3 months of life."

Kelly et al (2005)

"by the time they start kindergarten, children begin to show many of the same implicit racial attitudes that adults in our culture hold"

Kinzler, K. D. (2016)

With sufficient reasoning and positive information, negative implicit attitudes about people can be unlearned.

Mann T., Ferguson M. (2015)

"3 year olds hold adult-like prejudices believing that race determines whether or not one is honest, smart, or clean."

Hirschfeld, L. A. (2008)

"avoiding conversation about race only encourages prevalent stereotypes [to] remain unchanged"

Katz, Kofkin (1997)

**Anti-racism a process of...
unlearning
co-learning
engaging
enacting**

Curriculum Connections—Social Justice



Teaching Resources, Lesson Plans etc. for Teaching About Black Lives Matter (BLM)

<https://www.tolerance.org/>

A large database with high quality classroom resources and lesson plans for teachers around tolerance and racial justice. There are also resources for professional development, such as participating in workshops, webinars and self-guided learning.



Black Lives Matter at School- Resources

<https://neaedjustice.org/black-lives-matter-school-resources/>

Check out resources to help facilitate conversations about race, including classroom appropriate lesson plans, guides on how to have tough conversations with peers and students, and more. <https://drive.google.com/drive/folders/1LGslwJwhXvpVnDgwouC-n794l6EGzpuH> (2020 Curriculum Resource Guide google drive)

Office of Arts and Culture, City of Seattle

<https://www.seattle.gov/arts/programs/racial-equity>

A database for programs relevant to racial equity in Seattle. In alignment with the City's Race and Social Justice Initiative, the city seeks new solutions that use arts as a strategy to drive not only their office, but the City as a whole toward racial equity and social justice.

Social Justice Standard: Diversity



<https://www.tolerance.org/learning-plan/social-justice-standard-diversity-7>

(K-5) Essential Questions:

- How are people similar to and different from each other?
- How are people similar to and different from each other?
- What are the benefits and challenges of living in a diverse society?
- How can we celebrate what we have in common while also honoring our differences?
- How do communities become diverse?

"A social justice lens enables us to recognize, name, and combat oppressions. So many people both in our local communities and farther away suffer needlessly, and a commitment to social justice means we notice, witness, and pay attention to people's struggles and lives unlike ours."

Anu Taranath, *Beyond Guilt Trips*, p. 175

Curriculum Connections—Social Justice



Social Justice Resources for K-12 Teachers

<https://education.uiowa.edu/social-justice-resources-k-12-teachers>

The mission of Social Justice Resources is to provide social justice resources for teachers to use in K-12 schools. The resources have been built through the collaboration with faculties and graduate students in the College of Education along with colleagues at the Public Policy Center who work with Iowa City Community School District.

Why Social Justice in School Matters

<http://neatoday.org/2019/01/22/why-social-justice-in-schools-matters/>

This article overviews the importance of social justice in schools. Bringing social justice into schools shines a spotlight on all sorts of important societal issues—from the myriad reasons that lie beneath the deep disparity between the suspension rates of black and white students to how current U.S. immigration policy separates families and violates student rights.



Social Media for Social Action

<https://www.tolerance.org/classroom-resources/tolerance-lessons/social-media-for-social-action> (Grades 6-12) This lesson will engage students in the debate about the efficacy of social media as a tool for social change.



Understanding Our Neighbors

<https://www.tolerance.org/learning-plan/understanding-our-neighbors>

(Grades 6-8) Teach Middle School students about universal human traits, how different communities interact, bridging gaps between communities, and celebrating what we have in common while also honoring our differences.



Social Justice Projects in the Classroom

<https://www.edutopia.org/blog/social-justice-projects-in-classroom-michael-hernandez>

This article discusses the best strategies for bringing social justice into the classroom. Successful social justice projects require raising students' awareness about issues and providing advocacy and aid opportunities.



Social Justice Lesson Plans

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/social-justice/social-justice-lesson-plans>

These two lesson plans were formulated by NASP's Social Justice Task Force and are intended to guide conversations and activities related to race and privilege. While each lesson plan is designed for the school context, they may be modified for use in other settings.

Northwest Teaching for Social Justice Conference (NWTJSJ)

<https://nwtsj.org/wp/resources/past-programs/>

This resource includes the past program packets from previous conferences. Over 1,300 educators, students, and parents participated in last year's Northwest Conference on Teaching for Social Justice. The conference offers the opportunity for participants to build social justice networks of people, knowledge, and resources.

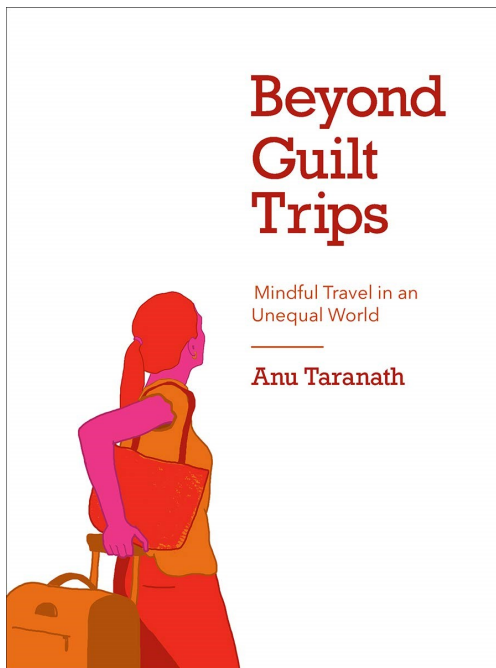
Compelling Questions

- Have you wondered how to engage in mindful travel both locally and globally? Why?
- How might we travel across differences in race, culture, wealth, and access with more grace, reflection, and accountability?
- As teachers, what are ways to inspire our students to actively participate in thoughtful travel as local and global citizens?
- How are themes such as identity, race, power, hierarchy, social justice, wealth, and culture discussed in the book?
- How can we rethink travel in an unequal world and what tools can we utilize to engage locally and globally with more humility and awareness?
- As we engage with others (at home or abroad), how can we navigate differences and discomfort with accountability and connection ?



Beyond Guilt Trips: Mindful Travel in an Unequal World

Mindful Travel



Mindful Travel According to Taranath, “mindful travel in an unequal world isn’t about getting on a plane to go somewhere — it’s about paying attention, and noticing positionality in relation to each other. It’s about understanding that we are all living in a much longer history that has put us in different positions of advantage and disadvantage, and equipped us with very few tools to talk about it.” These lessons—about having or not having, or enjoying opportunity or not—are not only for travel. The decolonization of travel is an important topic and one that most people don’t understand the nuances of. Beyond Guilt Trips seeks to educate people—from families planning a summer service trip to college kids studying abroad—on how to travel responsibly and how “doing good” might have unintended negative consequences.

Are We Doing Vacations Wrong?

<https://www.yesmagazine.org/issue/travel/2019/05/20/vacation-decolonize-radical-travel-betterquest/>

A general overview of mindful travel, including books, to become more informed and aid in having meaningful vacations. Tourism is about consumption for profit. Being more mindful and conscientious of the place you’re visiting, while being in someone else’s home, is essential to traveling in a more meaningful way.



Mindful Traveler

<https://podcasts.apple.com/us/podcast/mindful-traveler/id1444462609>

A discussion of what Robert McKay believes are two of the most important things in the world, mindfulness and travel. We’ll talk about different places and cultures, and how to get the most out of them by staying present and learning not to be ruled by negative thoughts and emotions.

Beyond Guilt Trips: Mindful Travel in an Unequal World

Finding Perspective Through Responsible Travel

<https://www.trafalgar.com/real-word/finding-perspective-through-responsible-travel/>

The concept of mindful travel has become synonymous with sustainability in recent years. With the growing awareness and demand for sustainable travel operators, research is everything when it comes to choosing a company to book with. With the rise of 'eco-hotels' or 'eco-tours', it is becoming more important that consumers are well-informed about what those companies are actively doing in the area of sustainability. Starting a conversation can really help to spread awareness. Most of the time, people are not even aware that their actions are not contributing to a greater good.

Is Mindful Travel the Next Big Thing?

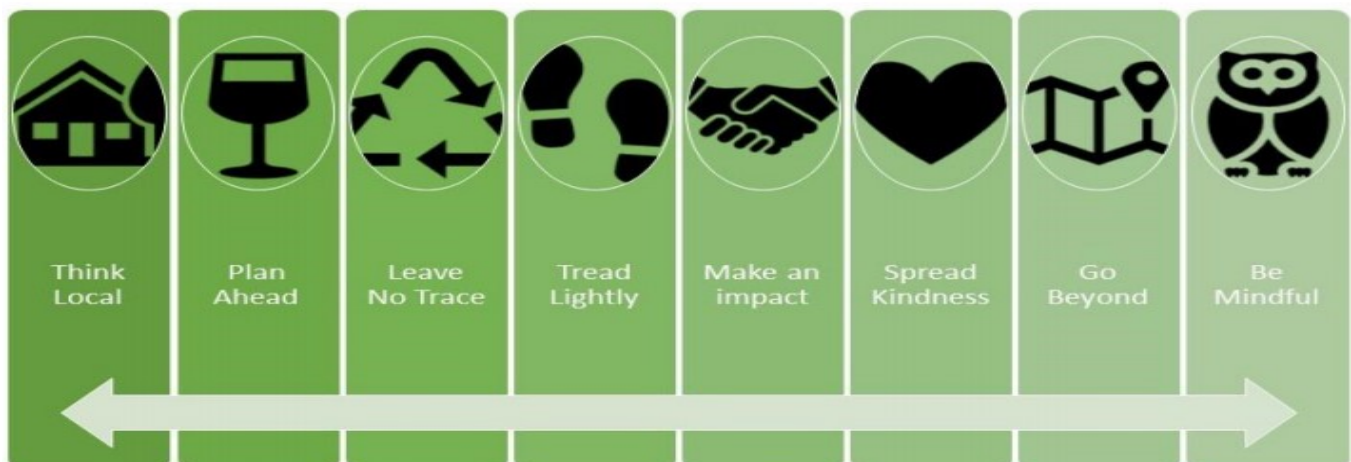
<https://suitcasemag.com/articles/mindful-travel-next-big-thing>

An examination of the trend for conscious travel and five simple steps for incorporating mindfulness into your next trip.

Transforming the Way the World Travels

<https://www.responsibletravel.org/>

Responsible tourism aims to minimize tourism's negative impacts on the environment and maximize the positive contributions tourism can make to local communities. If left unchecked, large-scale tourism development can damage ecosystems, pollute environments and exploit local communities



Beyond Guilt Trips: Mindful Travel in an Unequal World

How Student Travel Can Enhance Intercultural Development, Aug. 2018

[How Student Travel Can Enhance Intercultural Development \(Opinion\) \(edweek.org\)](#)

Learn how to ensure students are having authentic travel experiences that build their intercultural development, rather than traveling as tourists. Ideas are shared on how teachers should help their students begin down the path of enhancing their intercultural sensitivity, and ultimately, intercultural competence.

Sustainability and the Ethics of Travel, Sept. 18, 2015.

[Sustainability and the Ethics of Travel \(whywaittoseetheworld.com\)](#)

One should avoid giving out handouts as this could cause greater harm by promoting codependency and even creating an epidemic of children who stay out of school because they see the child making more money being out on the streets. Travel sustainably by supporting local businesses. If you are volunteering, look for organizations with actionable steps for achieving their goals. They usually require specific expertise to volunteer.

Are We Doing Vacations Wrong? May 20, 2019.

[Are We Doing Vacations Wrong? - YES! Magazine](#)

A general overview of mindful travel, including books, to become more informed and aid in having meaningful vacations. Tourism is about consumption for profit. Being more mindful and conscientious of the place you're visiting, while being in someone else's home, is essential to traveling in a more meaningful way.



Beyond Guilt Trips: Mindful Travel in an Unequal World

How School Trips Support the Emotional Growth of Teens

[How School Trips Support the Emotional Growth of Teens \(nationsclassroomtours.com\)](https://nationsclassroomtours.com)

Nations Classroom provides reasoning and examples for how travel (specifically school-led trips) can support social and emotional learning growth of teens. Read this blog post and more!

Culturally responsive teaching: The power of seeing and being seen

[Culturally responsive teaching: The power of seeing and being seen \(eftours.com\)](https://eftours.com)

Dr. Carrie Olson provides lessons on how to provide culturally responsive teaching within the field of educational tours. Read her blog post on EF Educational Tours' website!

Educational Series: Travel is a form of social and emotional learning

[Education Series: Travel is a form of social and emotional learning - WorldStrides Australia](https://worldstrides.com)

World Strides has partnered with Walter Doyle to provide an educational series that speaks on the importance of travel and its positive impact in the classroom and on the growth of students who embark on travel. This blog post introduces the series, and individuals can read more about it by exploring the World Strides website.



Speaker's Works and Interviews

Beyond Guilt Trips: Mindful Travel in an Unequal World. Between the Lines, 2019.

[Beyond Guilt Trips: Mindful Travel in an Unequal World - Anu Taranath - Google Books](#)

The book is informed by Taranath's many travels with UW students and the ways she has seen them wrestle with ideas like: What does it actually mean to be global citizens, to be mindful of these inequalities and to act accordingly? Through engaging personal travel stories and thought-provoking questions about the ethics and politics of our travel, *Beyond Guilt Trips* shows readers ways to grapple with their discomfort and navigate differences through accountability and connection.

Going Beyond Guilt Trips, June 5, 2019.

[KUOW - Going beyond guilt trips](#)

In this interview with NPR, Taranath's book is discussed. She discusses the tools to better understand the uncomfortable feelings about who we are, where we come from, and how much we have.

UW Books in Brief: Mindful Travel in an Unequal World, Day Laborers in Brooklyn, Activist Educators, May 24, 2019.

[UW books in brief: Mindful travel in an unequal world, day laborers in Brooklyn, activist educators | UW News \(washington.edu\)](#)

An overview of Taranath and her latest book by UW News. Dr. Anu said the book is informed by her many travels with UW students and the ways she sees them wrestle with ideas like: What does it actually mean to be global citizens, to be mindful of these inequalities, and to act accordingly?



Speaker's Works and Interviews

TIPS To Study Abroad: Simple Letters for Complex Engagement, 2014.

[T.I.P.S To Study Abroad: Simple Letters for Complex Engagement - Anu Taranath, The Letterwallahs - Google Books](#)

A simple method to help travelers - students and tourists alike - reflect on how moving from one culture to another sparks questions about identity, society, and the meaning of travel itself. It serves as an invaluable tool for study abroad and international education programs, and contributes to the broader conversation on social justice and reflective global travel. It also deepens travelers' engagement with who we are - and can be - in our wide world. TIPS to Study Abroad provides practical exercises and encourages critical thinking for students to travel across difference in thoughtful way.

Traveling Abroad Without Falling Into Guilt Trips, May 25, 2019.

[Traveling Abroad Without Falling Into Guilt Trips | To The Best Of Our Knowledge \(ttbook.org\)](#)

trips Anu Taranath weighs in on the ethical dilemmas faced by travelers in an in-depth interview conducted by AFAR magazine. She talks about an experience in Morocco a few years after 9/11 whereby carpet sellers approached people on the trip with a reaction from her compatriots yelling, "Leave me alone!"

Humanities Washington Featuring Anu Taranath.

[Anu Taranath \(humanities.org\)](#)

Humanities Washington features Anu Taranath and other professionals who are devoted to promoting understanding of others, themselves, and the human experience. This space provides opportunities for community members to explore different perspectives and promote the common good.

Beyond Guilt Trips: Mindful Travel in an Unequal World, June 7, 2019.

<https://www.goodreads.com/en/book/show/42686058-beyond-guilt-trips>

The book can be accessed online and through the public library system here.

Beyond Guilt Trips: Mindful Travel in an Unequal World, October 24, 2019.

[Beyond Guilt Trips: Mindful Travel in an Unequal World - YouTube](#)

A launch reading for Beyond Guilt Trips with Anu Taranath and her co-panelists was recorded and posted on YouTube last year.

PACKING A GREEN SUITCASE

✓ REUSABLE ITEMS

Water bottle, shopping bag, batteries & charger

✓ NO PACKAGING

Power converter (recycle packaging before leaving)

✓ LIGHTWEIGHT

Shampoo/cream bottles in travel sized containers, mini travel guide

✓ DURABLE & QUICK WASH CLOTHES

Merino wool (doesn't smell), quick-drying underwear

✓ MULTIPURPOSE ITEMS

Sandals for hiking/beach, convertible pants/shorts



Global Citizenship

Tony Blair Institute Launches Online Global Citizenship Education Program, July 17, 2020.

<https://thecsrjournal.in/tony-blair-institute-online-global-education-programme/>

Over 60% of students globally have been affected by school closures as a result of COVID 19, prompting The Tony Blair Institute for Global Change to launch a free, interactive, game-based online global citizenship program. This program connects out-of-school students around the world in a safe and inclusive online space. The Ultimate Dialogue Adventure equips middle school-high school aged students with the knowledge, 21st century skills and attitudes to become active, global and open-minded citizens in a blended learning approach which can be used by students that continue with online learning, return to the classroom or a mixture of both.

SUSTAINABLE DEVELOPMENT GOALS



Identity and Culture

Foreigners, Fakes and Flycatchers: Stereotypes, Social Encounters and the Problem of Discomfort on the Street in Arusha, Tanzania

<https://www.emerald.com/insight/content/doi/10.1108/IJCTHR-10-2019-0182/full/html>

This paper explores the interrelation between changing urban landscapes, gentrification and tourism in the context of tourism-reliant city of Arusha, northern Tanzania. It shows the discomfort young visitors experience when encountering street sellers through stereotypes found in the tourism industry.

Who Am I?: The Reflexivity of Self-Identity Through Tourism

https://scholarworks.sjsu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=4774&context=etd_theses

This resource attempts to create a better understanding of identity in tourism research. Travel narratives offer spontaneous instances of self discovery which allows for the creation and recreation of identity. The result of the research uncovered tools such as e-mail, online applications (e.g., Skype, blogs, etc.), journals, diaries, scrapbooks, and self edited DVDs that are concerned with self identity.

Class Discussion

Engage students in a discussion of identity, difference, and power and how these ideas are reflected in society—both locally and globally. How have these concepts developed historically and how are they connected to current realities in our society, both home and abroad? Give students an opportunity to work in small groups to identify examples in each of these categories and how our cultural perspectives might be limiting our understanding. In addition, have students analyze the complexity of identity and the multiple ways we define ourselves or others.

“In an unequal world, developing the skills to notice the ways these issues play out, and why our experiences as Western travelers are really dependent on what we look like, where in the world we are, what kinds of expectations people place on us, where those expectations come from, and how we respond and why are all part of the process of traveling mindfully.” Dr. Anu Taranath, Beyond Guilt Trips, p. 69

Identity and Culture

Tourism and Identity-Related Motivations: Why Am I here (And Not There)?, Sept. 2013.

[https://www.researchgate.net/](https://www.researchgate.net/publication/264339111_Tourism_and_identityrelated_motivations_Why_am_I_here_and_not_there)

[publication/264339111_Tourism_and_identityrelated_motivations_Why_am_I_here_and_not_there](https://www.researchgate.net/publication/264339111_Tourism_and_identityrelated_motivations_Why_am_I_here_and_not_there)

This paper examines literature relating to identity-related tourism and argues that identity related motivations are at the forefront of our understanding of tourism experiences and explains why people engage in tourism and the benefits they derive from it.

All about Skin: Short Fiction by Women of Color; Edited by G. Ortiz and R. Spencer; Introduction by Helena Maria Viramontes. 2014.

<https://muse.jhu.edu/book/34886>

All about Skin features twenty-seven stories by women writers of color whose short fiction has earned them a range of honors, including John Simon Guggenheim Fellowships, the New York Public Library Young Lions Fiction Award, the Flannery O'Connor Award, and inclusion in the Best American Short Stories and O. Henry anthologies. The prose in this multicultural anthology addresses such themes as racial prejudice, media portrayal of beauty, and family relationships and spans genres from the comic and the surreal to startling realism

How Travel Affects Self-Identity, Nov. 27, 2018.

<https://medium.com/sojourners-heart/how-travel-affects-self-identity-19b9cdd02440>

This essay explores the effects travel has on identity and whether those effects generate long-term changes. Traveling can influence the five dominant personality characteristics-openness, agreeableness, extroversion, conscientiousness and neuroticism through being immersed in a new culture. Endless experiences are made through travel in personal, spiritual, or cultural contexts which allows them to produce a different "self-hood".

Lesson Plan Idea

Have students experiment with the use of art to explore the concept of identity. As part of this process, engage students in a discussion of the visible and invisible codes associated with identity and culture. Here are some additional lesson ideas from the Canadian Centre for Diversity and Inclusion - <https://ccdi.ca/media/1587/toolkit-1-gettingstarted-diversity-and-identity.pdf>



Mindful Travel and Learning Opportunities for Students

OneWorld Now

<https://oneworldnow.org/programs/study-abroad-programs/>

OneWorld Now! study abroad programs take students on a life-changing journey to develop intercultural skills, explore global issues, and make friends with high school students from around the world.

Global Visionaries

<http://globalvisionaries.org/youth-programs/>

The Global Visionaries leadership program is a multi-year program that prepares youth to define and address environmental and social issues in their communities while becoming more aware of their global citizenry.

Aspect Foundation

<https://aspectfoundation.org/study-abroad/>

“Are you an American high school student ready for an international adventure? Check out our exchange opportunities! You can travel the world, experience a new culture, and improve your foreign language skills. Whether you want to study abroad for a full academic year or semester, spend the summer brushing up on your skills in an intensive language immersion program, or make a difference volunteering abroad, we have the perfect program for you.”

Mindful Schools

<https://www.mindfulschools.org/free-online-mindfulness-class-for-kids/>

Mindful Schools has created ten free mindfulness classes for kids. Join us online – for mindful activities, mindful movement, read-alouds – and let’s have fun exploring mindfulness together.

High School Study Abroad

<https://www.gooverseas.com/blog/best-high-school-study-abroad-programs>

An extensive list of programs for high school students to take advantage of when looking to study abroad. A variety of programs are listed based on interests, budget, and desired experiences.

Mindful Travel and Learning Opportunities for Students

How Student Travel Can Enhance Intercultural Development, Aug. 2018.

https://blogs.edweek.org/edweek/global_learning/2018/08/how_student_travel_can_enhance_intercultural_development.html

Learn how to ensure students are having authentic travel experiences that build their intercultural development, rather than traveling as tourists. Ideas are shared on how teachers should help their students begin down the path of enhancing their intercultural sensitivity, and ultimately, intercultural competence.

These are 3 resources Dr. Anu Taranath lists in her appendix for student to think differently:

- TIPS to Study Abroad: Simple Letters for Complex Engagement https://books.google.com/books/about/T_I_P_S_to_Study_Abroad.html?id=PJ7FoAEACAAJ
- Let's Wow It Out: Simple Drawings to Explore Big Ideas <https://www.goodreads.com/book/show/33358100-let-s-wow-it-out>
- The Q-SAR, Queer Study Abroad Resource <https://issuu.com/mexicocitylgbtqstudyabroad/docs/mexicocityqueerstudyabroadresource>



Travel Opportunities for Educators to Promote Cross-Cultural Understanding

IREX

<https://www.irex.org/programming-area/education>

This organization works with individuals, institutions, and governments around the world to improve the quality of teaching and learning, inside and outside the classroom. It works with students, teachers, and administrators, from school through university and professional training. They also train thousands of secondary school teachers to prepare students for 21st-century challenges.

Fulbright Teacher Exchange Program, U.S. Department of State

<https://exchanges.state.gov/us/program/fulbright-distinguished-awards-teaching-us-teachers>

The Fulbright Distinguished Awards in Teaching Semester Research Program sends select U.S. primary and secondary school teachers abroad for three to six months. Teachers pursue individual projects, conduct research, take courses for professional development and share their expertise with local teachers and students. The Fulbright Distinguished Awards in Teaching Short-Term Program sends expert U.S. teachers to support projects identified by U.S. Embassies and Fulbright Commissions in schools, teacher training colleges, government ministries, and educational NGOs.

Fulbright-Hays Program, U.S. Department of State

<https://exchanges.state.gov/us/program/fulbright-hays-program>

The Fulbright-Hays Program awards grants to individual U.S. K-14 pre-teachers, teachers and administrators, pre-doctoral students and postdoctoral faculty, as well as to U.S. institutions and organizations. The Program supports research and training efforts overseas, which focus on non-Western foreign languages and area studies. The Fulbright-Hays Program is funded by a Congressional appropriation to the U.S. Department of Education.

Qatar Foundation International (QFI)

<https://www.qfi.org/>

Founded in 2009, and located in Washington, DC, we are dedicated to supporting primary and secondary learners and educators as they explore new ways of enriching the learning experience through key skills such as critical thinking, collaboration, creativity, and cross-cultural communication. QFI engages communities to facilitate connections through their global network of schools and partners, supports a variety of professional development opportunities, and multiple grant opportunities.

Local Opportunities to Engage in Cross-Cultural Experiences

FIUTS

<https://www.fiuts.org/community-programs-students>

“FIUTS believes that our world is a better place when people have the chance to share their experiences and build friendships that extend beyond politics and stereotypes. The FIUTS welcome and friendship programs offer short-term opportunities for international visitors and local community members to get to know one another and participate in cross-cultural exchanges.”



OneWorld Now

<https://oneworldnow.org/>

An after-school Global Leadership Program for high school students. Earn World Languages credit by taking Korean, Arabic, Russian, or Mandarin Chinese two days per week. Also gain leadership skills and community service hours through twice-monthly Leadership workshops. There are opportunities to earn scholarships to study abroad in South Korea, Morocco, Russia, Tunisia, or China.

Wing Luke Museum of the Asian Pacific American Experience

<http://www.wingluke.org/education/>

From school partnerships to curriculum plans and training to school tours, experiences are grade level appropriate and adhere to state and national standards in ELA and Social Studies. This is open to all grades from kindergarten through graduate-level students.

Seattle Office of Arts and Culture

<https://www.seattle.gov/arts/programs/creative-youth>

This city-funded organization invests in teaching artists, educators and organizations that are working toward a stronger more vibrant creative youth culture. It supports arts and cultural learning and events for Seattle youth. In alignment with the City's Race and Social Justice Initiative, they work to eliminate institutional racism in our programs, policies and practices

Local Opportunities to Engage in Cross-Cultural Experiences

Associates in Global Change (ACE)

<https://globalwa.org/2014/09/associates-in-cultural-exchange-making-the-world-your-community/>

This organization provides language and cultural programs for students of all ages, international study tours, and facilitation for other international ventures, all of which fall under this Global Washington member's mission of "making the world your community." As students mature, ACE offers more intensive programs to allow students to experience other cultures.

World Affairs Council

<https://www.world-affairs.org/>

The World Affairs Council was founded with the goal of advancing global understanding and engagement throughout greater Seattle. We envision a community that is connected, actively engaged, and inspired to create change in the world. The Council has long dedicated itself to fostering dialogue and debate about critical global issues. This is achieved through public events, Global Classroom programming for K-12 educators and students, and diplomacy initiatives that engage international delegations with our community. It is a fundamental formula that works well but is highly adaptable, allowing the Council to reach a large cross-section of Seattle with a wide range of topics. Our platform connects civic, academic, corporate, and individual members around world issues. We are part of a vibrant global city; our goal is to ensure that Seattle is visible, engaged, and globally aware.



Curriculum Connections



Exploring The World in Your Classroom

<https://www.fattiretours.com/45-travel-themed-lesson-plans>

Vast amounts of travel-themed lesson plans for all ages! Take your students on virtual trips as you explore different cultures together. Lesson plans on travel give you the opportunity to delve into topics like culture, geography and even math as you plan for travel expenses. With a travel theme, you can dig into literature, help students embrace their inner artist and give them a love and passion for a new and exciting location. Whether you are digging into a country for a detailed unit study, want to diverge from the curriculum for some fun travel-themed lessons or simply want to give your students a love for travel, here is a list of resources that can help you embrace travel without leaving the four walls of your classroom.



Benefits of Cycling Lesson Plan

<https://bikeability.org.uk/tools-for-schools/>

(Grades K-5) - Teach students about the benefits of traveling by cycling using this curriculum outline. Related activities are listed under "Activity Sheets."



Travel and Tourism

<https://www.englishcurrent.com/travel-tourism-intermediate-esl-lesson-plan/>

(All Grades, ESL Focus) - An extensive unit on international travel and tourism focused on discussion and vocabulary skills.



Travel Brochures: Highlighting the Setting of a Story

<http://www.readwritethink.org/classroom-resources/lesson-plans/travel-brochures-highlightingsetting-961.html>

(Grades 6-8) - Students will create travel brochures to highlight the setting of a story they are reading. The lesson plan uses Al Capone Does My Shirts but can be adapted for any story with a well-defined setting.



Curriculum Connections

Global Trek

<https://www.scholastic.com/teachers/activities/teaching-content/global-trek-virtual-travel-aroundworld/>

(Grades 4-8) - Use technology to tour foreign countries and learn more about cultures and people around the world.

Exploring Africa

<http://exploringafrica.matrix.msu.edu/curriculum/>

(All Grades) - A comprehensive curriculum to help kids explore the geography, biodiversity and cultures of the continent of Africa. Take a walk on the wild side with this unit!



Let's Take a Trip

<https://www.tesol.org/docs/default-source/new-resource-library/let%27s-take-a-trip!.pdf?sfvrsn=0>

(ESL Students, All Grades) - Students plan for travel and work on English vocabulary at the same time in this interactive, hands-on lesson.



Mindfulness: The Present Moment

<https://www.education.com/lesson-plan/mindfulness-series-the-present-moment/>

Geared towards elementary-middle school aged kids, this lesson plan helps students learn to be in the present.

Cultivating Mindfulness for Educators Using Resources From The New York Times

<https://www.nytimes.com/2017/09/07/learning/lesson-plans/cultivating-mindfulness-for-educators-using-resources-from-the-new-york-times.html>

Practical strategies compiled by Alison Cohen, a certified mindfulness teacher and secondary school leadership and instructional coach, for bringing mindfulness into your life both inside and outside the classroom to support your own well-being and, in turn, the well-being of the young people in your care. The end of the post provides resources for introducing students to mindfulness.



Global Citizenship

<https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship>

A range of subject-specific and wider curriculum guides including case studies and activities for teachers of all subjects and ages. Also, assemblies, lesson plans, teacher guides, photo stories, simulation games and more - all with global citizenship at their core.

Photos and Charts References

Disarming Discomfort:

<https://resources.maneuveringthemiddle.com/wp-content/uploads/2016/06/17162604/Positive-Culture-4.png>

https://d1y8sb8igg2f8e.cloudfront.net/images/EPP_multi_state_scan-v5.original.png

<https://www.illinoiscivics.org/image/anti-racism-quotes.jpg>

https://blog.socialstudies.com/hubfs/20-8-14_teaching-more-culture-in-the-classroom.png

<https://www.illinoiscivics.org/image/anti-racism-quotes.jpg>

Culturally Responsive Teaching:

https://www.eou.edu/otp/files/2014/03/2017-061_EOU_CulturallyResponsivePracticePoster-3.jpg

https://images.squarespace-cdn.com/content/v1/584c51385016e1303fecfbd3/1495491637898-M1XoVG4JGM-NUoHL1MZUYke17ZwdGBToddI8pDm48_PAEAP92gl8gg8rVtLTqV88UqsxRUqqbr1mOJYKfIPR7LoDQgmXPOjo-Joqy81S2l8N_N4V1vUb5AoIIbLZhVYxCRW4BPu10St3TBAUOYVKctu4RGXcOqkvwTX1HkShbr_AvU-DUoDxtHyt6XlfkW7_wgl4yV2mWn6Gsl6Gqr-DL-o/4Rs+Infographics

Beyond Guilt Trips

[Culturally Responsive Teaching Online - Online Insider \(fiu.edu\)](#)

[UW books in brief: Mindful travel in an unequal world, day laborers in Brooklyn, activist educators | UW News \(washington.edu\)](#)

[Be a More Sustainable Traveler - Travel Guides - The New York Times \(nytimes.com\)](#)

Speakers Works and Interviews

[KUOW - Going beyond guilt trips](#)

[Fix Packing-Green-Suitcase-2 copy « Inhabitat – Green Design, Innovation, Architecture, Green Building](#)

Global Citizenship

[Sustainable Development Goals | National Geographic Society](#)

Identity and Culture

[How travel can help students perform better in school - Lonely Planet](#)

Mindful Travel and Learning Opportunities for Students

[10 Reasons Why You Should Study Abroad in High School | Go Overseas](#)

Photos and Charts References

Local Opportunities to Engage in Cross-Cultural Experiences

[Homestay and Community Programs Students — FIUTS | Foundation for International Understanding Through Students](#)

[Associates in Cultural Exchange: Making the World Your Community | Global Washington](#)

Curriculum Connections

[Bringing Mindfulness to the K-5 Classroom \(gettingsmart.com\)](#)