

Youth Entrepreneurs helps students discover, develop and apply their innate talents and abilities to fully unlock their potential. Through learning Principled Entrepreneurship and embracing the Foundational Values, students will move toward reaching their full potential.

This guidance provides support as you consider how you can implement student centered practices while facilitating Speak Out Cards. Remember: This is a journey alongside your students. You are not expected to be perfect!

Environment & Culture

- > What can the educator do to prepare their environment (consider virtual or in-person) to enhance the concepts taught during this activity?
 - It is imperative that educators help to create a safe and trusting environment by spending some time focusing on Social-Emotional Learning (SEL) first, helping students to understand and practice self-regulation, self-management, social awareness, etc.
 - Consider how a student may relate their personal or social identity to the environment and/or concepts taught (*SEL Core Competency Self-Awareness*)
 - Help students reflect on how might they better understand theirs or their peers' personal, cultural, and linguistic assets related to the environment or concepts taught?
 - Consider how demonstration of Foundational Values are honored in class and contribute to developing a classroom culture (*SEL Core Competency Self-Awareness*)
 - Any lessons that focus on empathy would be a great precursor to the CRT Speak Out Cards. Additionally, you may want to consider showing a video that challenges your student's current frame of reference or perspective and host a debrief discussion as a class, prior to having students speak out on their own as it can be uncomfortable and scary to talk about. Consider sharing examples of influential people who have stood up and spoke up when they witnessed injustice and the impact that made.
- > What are some examples of behaviors or things that the educator can give YE dollars for connected directly to the student acknowledging and understanding diverse social norms, recognizing situational demands and opportunities, and/or understanding the influences of organizations/systems on behavior (*SEL Core Competency Social Awareness*)?
 - Courageousness when they share about how they have either witnessed or experienced injustice, discrimination or mistreatment for their culture or beliefs.
 - Exhibiting the Foundational Values and empathy in their responses to those who have shared or while speaking out.
- > What questions can the educator ask to help students deepen their background knowledge (related to situational demands or influences of organizations/systems on behavior) in the activity?
 - What kind of assumptions do you make about specific ethnicities and cultures? Where did you learn these assumptions from?
 - How does discovering more about your peers help you recognize and appreciate them for their own uniqueness?
 - How did the responses of your peers help you empathize and connect to their background and culture?
 - Did you learn something about your peers that conflicted with any assumptions or stereotypes you had about their ethnicity/culture?

Curricula

- > How can the activity be written to increase and support rigor?
 - Easy, medium and hard leveled cards (see additions below)
 - Based on responses, you could ask students to choose and develop a project around an influential leader who spoke up about injustice and the impact that has had on society. Providing students with choice in this activity/project is crucial.
 - Consider providing students the option to choose how to respond to the speak out cards. Maybe they would like to create a piece of art expressing their experience, write a blog, etc. Providing choice will allow for greater participation.
- > How is the activity designed to incorporate and challenge students to consider situational demands or influences of organizations/systems?
 - Another extension opportunity would be to have students engage in a Socratic discussion around one of the prompts such as: Do you believe the education system/criminal justice system is unjust, why or why not? Once students have shared their opinions, you could introduce a real-life example to see if it shifts perspectives. Then add in more information and increase the emotional appeal by adding information that involves someone in their family. The discussion element beyond just speaking out allows for increase in rigor as students practice listening, self-regulation/management, empathy, relationship skills, etc.
- > What are 2-3 debrief questions that can be written to discuss the impact of diversity, identities, system barriers and the different experiences of all students?
 - While we all engaged in uncomfortable discussions today, many times we avoid the topics of social justice, discrimination, etc. Why do you think this is? What could we all do to help change this narrative and encourage more dialogue?
 - What Foundational Values are demonstrated when someone chooses to speak out or stand up for injustice?

Instructional Methods

- > Feel confident in what you know and what you don't know. Incorporating SEL concepts at a deeper level means you get to practice humility when you're asked a question that you may not know the answer to. Remember, conversations of race, ethnicity, diversity, inclusion, systemic barriers, etc. are often uncomfortable and new to everyone. Your role is to create a safe space where students can feel comfortable to ask the questions without judgement or fear of reprimand for inquiring.
 - Remember what might feel "political" to an adult feels personal to a student. They may not understand the politics of topics like immigration or criminal justice but they do know family members that are unable to come visit the U.S. or are locked away in prison without a fair trial or realistic sentence. This is a genuine opportunity to deepen their empathy and social awareness skills.
- > Offer time for students to explore for answers, both the popular and non.
- > Offer time at the beginning of each class period for students to ask questions that might have brewed while away from your class. You may consider having an "anonymous box" for students to write their questions if they are uncomfortable asking in front of others. Use this option only until rapport is built, then encourage students to speak out as this is a soft skill that is important to develop – especially with difficult questions and conversations.

Adaptations:

> **Easy**

- Tell us about a friend or family member who is different than you are.
- Tell us about a movie where you remember noticing differences in race, ethnicity, gender, etc.
- What motivates you and why?
- Talk about a time where you remember feeling respected.
- Talk about a time where you remember feeling disrespected.

> **Medium**

- What part of your family background are you most proud of?
- Talk about a time when you have witnessed someone not being treated equally.
- Do you feel like the law applies to everyone equally? Why or why not?
- Humans are more alike than different. But we do have differences and those differences matter. Share about a time where differences have mattered in your life or someone you know.

> **Hard**

- Share about a time where you experienced or witnessed not being recognized or respected for your differences.
- Do you feel the education system is set up to be just? Why or why not?
- Do you feel the criminal justice system is set up to be just? Why or why not?
- If you were a teacher, what would you do to create a safe and inclusive environment for all students that recognizes and respects diversity?
- Give an example of a marginalized group in society. What led to them being treated as powerless or unimportant?

Educator Reflection

> Did I...

- Create a learning atmosphere where students felt respected by and connected to one another?
- Help students favor participating in my class today because they had personal choice and felt the content was relevant to them?
- Create challenging, thoughtful learning experiences that included my student’s perspectives and values?
- Help students connect that what they learned in my class today impacts something they value?

By striving to answer “yes” to the questions above, you are practicing a model of culturally responsive teaching based on intrinsic motivation. ([Wlodkowski and Ginsberg, 1995](#))

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