

# **FACILITATOR GUIDE CURRICULUM AND LEARNING ENVIRONMENTS**

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ILLINOIS STATE BOARD OF EDUCATION  
Illinois Administrative Rule Part 24, Section 24.50  
[HTTPS://WWW.ISBE.NET/DOCUMENTS/24ARK.PDF](https://www.isbe.net/documents/24ark.pdf)

## Introduction

- These trainings are intended to help participants gain an understanding of the Culturally Responsive Teaching and Leading Standards and how to embed practices aligned to the standards into their practice.
- Refer to the notes on each slide and/or this guide for context and talking points.
- These modules are yours to modify. Take or leave what you deem necessary. You may omit or modify content to meet your participants needs. Each module is an open access resource and was developed on plain, white slides to enable institutions of learning to insert their own logo/branding.
- ISBE recommends starting with *Section 1a: Self-Awareness and Relationship to Others*. The remaining trainings may be utilized in any **order** you see fit.

## Facilitator Prep

- Share some of the documents with participants in advance so they come ready to the session.
- Review all content and determine if there are areas where you need additional context to feel comfortable presenting.
- Note where you anticipate differing viewpoints on content and prepare for how you will respond to that.
- Determine where breaks will be built into the session.
- Make note of the timing on animated slides
- Make sure videos are ready at the start (not ads)
- Determine if you will use breakout groups or strategically assign participants. Consider what the racial (and other identity) makeup of the group will be.

## Elements of Culturally Proficient Facilitation

- In planning facilitator training, consider how training will build facilitators skills and abilities on each of the following elements of culturally proficient facilitation.
  - **Assessing Cultural Knowledge:** Ability to understand how participants' identity, culture, and privilege will shape their learning experience and ability to reflect on how their own identity, culture, and privilege will shape interactions with participants.
  - **Valuing Diversity:** Ability to foster inclusion; amplify a diverse range of participant voices; and utilize materials, strategies, processes, and content that values differences.
  - **Managing the Dynamics of Difference:** Ability to demonstrate vulnerability and authenticity and implement mindful inquiry, dialogue, conflict resolution, and creative problem solving with groups.
  - **Adapting to Diversity:** Ability to customize plans and learning experiences and improvise and adapt facilitation styles in the moment to support participant learning.
  - **Institutionalizing Cultural Knowledge:** Ability to strategically plan learning experiences in collaboration with school and district to support long-term professional development goals.

## Strategies for Training Facilitators

The following strategies can help facilitators develop the elements of culturally proficient facilitation. Each of these strategies gives facilitators an opportunity to plan for, practice, and build their confidence with skills for navigating emotional and complicated conversations pertaining to race and equity.

- Practice “race talk”: Facilitators should practice sharing personal stories about identity, power, privilege, and positionality and talking about their own biases.
- Cultivate self-awareness: Facilitators can build awareness of personal responses to tension or strong emotion and identify tools to use in these situations.
- Prepare to discuss underlying feelings and emotions: Strong feelings and emotions inevitably arise in conversations about race, equity, and privilege. It can be tempting for facilitators to bypass these emotions and stick to the content, but a skilled facilitator is able to name and acknowledge these feelings and emotions. These feelings and emotions often represent a hidden level of dialog. If we focus only on the content -- and not the feelings and emotions that arise around these topics -- we dilute the learning that can happen.
- Validate and hold space for feelings and emotions: This is especially important for participants of color who may feel like their feelings and concerns have been dismissed. Participants of color may also experience intense emotions like anger and grief, and facilitators should prepare themselves for how they can accept and allow expressions of these feelings.
- Creating psychological safety: Discussing topics like race, oppression, and identity feels inherently risky in a professional setting. Psychological safety makes it possible for participants to reflect and experiment, ask for help, and acknowledge mistakes or changes in perspective. Facilitators can help to create psychological safety regarding the content of culturally responsive teaching and leading by acknowledging their own biases and mistakes in the learning process.
- Practice different delivery platforms and methods: Varying contexts, audiences, and settings require the use of different tools. Facilitators can practice identifying and using different tools for content delivery, including small groups, dyads, fishbowl practice, and virtual tools like Padlet, Flipgrid, and Google Classroom. Consider how varying learning tools increases accessibility for different learners.
- Prepare for pushback from participants: Topics of race and equity can be emotionally charged, and facilitators should be prepared for some pushback. Training can help facilitators to understand, predict, and practice responding to rebuttals and pushback.

## Content for Facilitator Training

While facilitator learning should be ongoing, the following topics represent content that facilitators should have some level of expertise on prior to facilitating training.

- Unique elements of culturally responsive facilitation: Facilitating on equity and cultural responsiveness varies from more traditional forms of facilitation. Naming these differences can help orient facilitators to how they should deliver content.
- Identity and intersectionality: Facilitators should develop their understanding of their own identity, how it influences their interactions and content delivery, and how participants perceive them.
- Data and storytelling: Facilitators will need to be prepared to identify and share relevant stories to tell the story of inequity and oppression in their communities. It will also be important to ensure that facilitators are using data responsibly, are prepared to help participants understand the ways in which data is not objective and balance the use of data with individual stories.
- Elements of oppression: Facilitators should have a deep understanding of the roles power and oppression play in schools and communities.
- Brain science behind bias: Facilitators should be prepared to use and teach the brain science of implicit bias and information processing of information. Facilitators can also use the science of how our brains seek safety and avoid threats to create safe adult learning environments. Training should build facilitator understanding that we all bring trauma and emotional responses to this work (including the facilitators) and how we can use this information to support participants as we think about facilitation moves.
- Common vocabulary: Facilitators should clearly understand the vocabulary used in the trainings on equity and cultural responsiveness and be able to appropriately differentiate terms. They should be prepared to use the vocabulary aligned to the Culturally Responsive Teaching and Leading Standards (see Appendix 1) and support participants in using the appropriate vocabulary as well.

## Illinois Administrative Rule Part 24, Section 24.50 Culturally Responsive Teaching and Leading Standards

**(a) Self-Awareness and Relationships to Others:** Culturally responsive teachers and leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students.

**(b) Systems of Oppression:** Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system, that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions.

**(c) Students as Individuals:** Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.

**(d) Students as Co-Creators:** Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students.

**(e) Leveraging Student Advocacy:** Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom

**(f) Family and Community Collaboration:** Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication.

**(g) Content Selections in All Curricula:** Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities.

**(h) Student Representation in the Learning Environment:** Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment.

## Our Agreements

### **TALKING POINTS:**

- Encourage group to consider agreements and think if any other agreement might be necessary for us to fully engage and support each other on this challenging journey
- Are there any that participants want to emphasize?
- We believe the most powerful kind of learning does not come from being told what to think but in learning how to think about it for oneself.

### **FACILITATOR NOTES:**

## Communication Roadblocks to Avoid

### **TALKING POINTS:**

- During this session you will have a lot of time for discussion with other participants.
- This is important to learning and processing, but we want to put some norms in place for responding for your colleagues.
- Sometimes we respond with what can be called “communication roadblocks” which invalidate others’ experiences. We often do this with the best of intention – we want to make others feel better. But actually, these kinds of statements make us feel worse. Think about how you feel when someone responds to you with one of these types of statements.
- Commit to avoiding these types of responses in our discussions.

### **FACILITATOR NOTES:**

The purpose of this is to make sure that we are affirming and validating the experiences of people of color as we do this work. Familiarize yourself with these types of responses and be prepared to address them when they arise, especially when they are being used to invalidate the experience of any marginalized group members.

## Silence Breakers

### **TALKING POINTS:**

- We are going to talk about a lot of complex and charged topics. This may be new and uncomfortable to you, and you might be tempted to stay silent.
- Part of learning is discussing and integrating what we learn.
- If you are uncomfortable or unsure about sharing, consider using some of these sentence starters/questions to stay engaged.
- They are also in your participant handout.
- They are especially meant to support entering conversation with intellectual humility and curiosity and to reduce fear of losing face

### **FACILITATOR NOTES:**

- These can be important for everyone but may be particularly important in supporting members of dominant culture (White participants) in being able to access the conversation authentically. You may want to model what this could look like and encourage participants to refer back to these regularly throughout.



## Reflection Questions

### **TALKING POINTS:**

These questions will be used to frame and support our conversations. You will be asked to apply the framework as other material is presented to you. We will work through it together or in your small group with a facilitator to help increase your comfort and facility in using it for the future.

### **FACILITATOR NOTES:**

These slides are included at multiple points throughout the content but feel free to draw on these questions as needed.

## Objectives

### **Section 1:**

- Explore the ways students relate to curricular materials.
- Identify forms of bias in instructional materials.
- Plan for how to make culturally responsive curriculum choices.
- Hear and explain the importance of student voices.
- Explore ways to increase opportunities for student voice in our classrooms.

## Grace Lin Video

<http://www.gracelinblog.com/2016/03/my-tedx-talk-some-of-my-thoughts-and.html>

### **TALKING POINTS:**

We are now going to watch this VIDEO of Grace Lin, children's book author, describing the importance of windows and mirrors. Consider the following questions:

What does Grace Lin believe about the books children should be reading?

What are windows, according to this video? What are mirrors?

### **FACILITATOR NOTES:**

## Student Representation in Curriculum

### **TALKING POINTS:**

Curriculum should reflect and reveal both a multicultural world and the student her/himself.

In addition, the curriculum needs to include a dialogue about the differences.

**ASK:** Thinking back over what you have learned so far in this training series, why might this be important?

### **TALKING POINTS:**

We're going to spend some time thinking about our own experiences with windows and mirrors. [Share your own experience. See note below.]

[Give time to think independently, then share in small groups, then share out with larger group.]

### **FACILITATOR NOTES:**

Facilitator should share an experience of their own about windows and mirrors to model reflection, vulnerability, storytelling. (This is also an opportunity to normalize/model talking about race.) Then have participants discuss the questions on the slide, bringing the idea of storytelling into their discussions.

- Thinking back over what you have learned so far in this training series, why might this be important?
- How is the concept of windows and mirrors related to our nervous system and our cognitive functioning?
- How would you describe your own windows and mirrors? Consider your racial, cultural, linguistic, and economic background.
- How were your windows and mirrors represented in the curriculum you experienced in preK-12 education or college?
- How did this shape your learning experience?

## Window or Mirror?

### **TALKING POINTS:**

Show the posters and discuss the questions in small or large groups. Compare to the previous slide.

### **FACILITATOR NOTES:**

## Patricia Polacco's *Pink and Say*

### **TALKING POINTS:**

Show the book *Pink and Say* and read some of it or show this YouTube [video](#) of the book.

Discuss the questions on the slide, adding on from the previous two slides.

Use the slide animation to display the last question and discuss it. Get participants to think about if it is enough to simply infuse our curriculum with an equal number of windows and mirrors and then lead the conversation toward developing critical consciousness through dialogue and exploration. Help participants understand that they need to have curriculum that represents both windows and mirrors, but that is not enough. They must also promote dialogue about the differences. Students can only get something worthwhile by looking through another's window if the differences are discussed and heard.

### **FACILITATOR NOTES:**

In your discussion, make a note that it's important to think about who does the speaking in the text. Do the subjects speak for themselves? We have to remember to let people from different experiences and parts of the world or points in history should speak for themselves. Make a connection to [Books Teachers Share: Lillie Marshall and 'A Long Walk to Water.'](#)

## Windows and Mirrors

### **TALKING POINTS:**

Review the points on the slide.

### **FACILITATOR NOTES:**

## Sliding Glass Doors

<https://www.youtube.com/watch?v=AAu58SNSyc>

### **TALKING POINTS:**

Watch the video of Professor Rudine Sims Bishop discuss why we need windows, mirrors, and sliding glass doors. Then discuss the questions on the slide.

### **FACILITATOR NOTES:**

This might be a helpful point to really emphasize the importance of windows and mirrors for ALL students.



## Teach Worthwhile Content and Make it Meaningful

### **TALKING POINTS:**

Windows and mirrors are important, but they are not the only criteria for making content culturally responsive. Content should also be meaningful and worthwhile. We show students we respect them and believe in them by giving them challenging content that feels relevant to that lives, that will help them to reach their goals.

Take a moment and read the quotes on the screen.

### **ASK:**

Which quote resonates with you and why? What does it mean for content to be relevant and meaningful? How do you do this in your classroom?

### **FACILITATOR NOTES:**

## Counternarratives

### **TALKING POINTS:**

Give participants time to read and reflect on the questions. Participants can work individually or in school teams to identify narratives and counternarratives. After that, have participants share some of the examples they came up with.

### **FACILITATOR NOTES:**

## Text Selections

### **TALKING POINTS:**

Consider the texts on this slide. These are from a seventh-grade curriculum

- Do these books serve as a window or a mirror for your students? Why?
- What narratives do these books construct that confirm or complicate their existing narratives?

**ASK:** Why do you think the curriculum writers may have selected these texts? What was their goal?

**ASK:** What role do you think the text or task selection has played in classroom? How might it impact student engagement and learning?

### **FACILITATOR NOTES:**

## Bias in Instructional Materials

### TALKING POINTS:

Bias in instructional materials can take many forms. It's essential to review your instructional materials for different forms of bias and adjust them, as needed. The following list includes important terms relevant to bias in instructional materials, and may be useful to participants.

**Invisibility:** The most fundamental and oldest form of bias in instructional materials is the complete or relative exclusion of a group. The significant omission of marginalized groups has become so great as to imply that these groups are of less value, importance, and significance in our society.

**Stereotyping:** By assigning traditional and rigid roles or attributes to a group, instructional materials stereotype and limit the abilities and potential of that group. Stereotyping denies students a knowledge of the diversity, complexity, and variation of any group of individuals. Children who see themselves portrayed only in stereotypical ways may internalize those stereotypes and fail to develop their own unique abilities, interests, and full potential.

**Imbalance and Selectivity:** Textbooks can perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives that may apply to a particular situation. Through selective presentation of materials, textbooks can distort reality and ignore complex and differing viewpoints. As a result, millions of students have been given limited perspectives concerning the contributions, struggles, and participation of certain groups in society.

**Unreality:** Textbooks frequently present an unrealistic portrayal of our history and our contemporary life experience. Controversial topics are sometimes glossed over and discussions of discrimination and prejudice are sometimes avoided. This unrealistic coverage denies children the information they need to recognize, understand, and perhaps someday conquer the problems that plague our society.

**Fragmentation and Isolation:** By separating issues related to marginalized groups from the main body of the text, instructional materials imply that these issues are less important than and not a part of the cultural mainstream. Did you ever notice a "special" chapter or insert appearing in a text? For example, a chapter on "Bootleggers, Suffragettes, and Other Diversions" or a box describing "Ten Black Achievers in Science." Fragmentation emerges when a group is physically or visually isolated in the text. Often, racial and ethnic group members are depicted as interacting only with persons like themselves, isolated from other cultural communities.

**Linguistic Bias:** Language can be a powerful conveyor of bias, in both blatant and subtle forms. Linguistic bias can impact race/ethnicity, gender, accents, age, (dis)ability, and sexual orientation. Preferences for standard academic English which discount dialect and home languages demonstrate linguistic bias. A student who explains to a teacher that her sentences tend to be long because she is a native Spanish speaker would be met with linguistic bias if her teacher responds by saying, "You're not in

Puerto Rico anymore." Linguistic bias can also appear via specific word choice. For instance, such words as forefathers, mankind, and businessman serve to deny the contributions (even the existence) of females.

**Cosmetic Bias:** The relatively new cosmetic bias suggests that a text is bias-free, but beyond the attractive covers, photos, or posters, bias persists. This "illusion of equity" is really a marketing strategy to give a favorable impression to potential purchasers who only flip the pages of books. For example, a science textbook that features a glossy pullout of female scientists but includes precious little narrative of the scientific contributions of women; A music book with an eye-catching, multiethnic cover that projects a world of diverse songs and symphonies belies the traditional white male composers lurking behind the cover.

**Gate-keeping:** Research indicates that all students can succeed when they have access to high-quality instruction and are given support to master a challenging curriculum. The reality for too many students in disadvantaged groups has been a "dumbing down" of curriculum predicated on the mistaken belief that they were not capable of meeting the challenges. Be wary of learning sequences that require "mastering the basics" before cognitively challenging work is offered. This kind of gate-keeping leads to practices such as tracking or relegating disadvantaged groups of students to remedial or low-level classes where they fall further behind their peers who have access to grade-level work. Curriculum materials should support teachers to build from what students know, rather than approach instruction as an opportunity to fix deficits.

#### **FACILITATOR NOTES:**

Encourage participants to annotate and jot down examples of bias in instructional materials that come to mind.

## Culturally Responsive Teaching and Leading In Action

<https://www.teachingchannel.org/video/analyzing-stakeholders-nea>

### **TALKING POINTS:**

- We're going to look at an example video that is a strong example of the principles of Culturally Responsive Teaching and Leading Standards.
- As you watch, use your note catcher to jot down examples of student or teacher actions that are aligned with culturally responsive teaching.

### **Watch video (14 minutes)**

#### **Discuss**

- Ask participants to share out the notes they made and identify the aligned area of the framework.
- Write these on a piece of chart paper.

#### **Discuss**

- This is a "strong" example of Culturally Responsive Teaching and Leading Standards.
- How did this video align with what you pictured strong culturally responsive teaching to look like?
- What did it affirm for you? In what ways did it challenge or surprise you?

### **FACILITATOR NOTES:**

## What is Student Voice?

### **TALKING POINTS:**

Leveraging student perspectives allows them to contribute authentically to their learning, teacher improvement, and even school improvement.

Let's start by coming together and building a shared understanding of what student voice is:

- "Student voice" refers to students' input on what happens within the school and classroom.
- Student voice gives students an opportunity to share the identity that comes from a student's experiences, ideals, and knowledge.
- Student experience, opinions, and ideas should be valued in all aspects of school life.

### **FACILITATOR NOTES:**

## Why is Student Voice Important?

### **TALKING POINTS:**

Meaningful relationships develop when teachers explore student identity in the spirit of discovery and out of authentic caring for each student as a whole person. Teachers must value students' identity, individuality (which includes ethnicity, gender, friendship circles, race, talents, language(s), relationships, external influences), and voice (unique perspectives based on their experiences and contributions to their own learning) in order to create supportive environments for engagement and learning. Doing so leads to the type of empowerment that not only results in engagement, but also increased academic excellence.

**ASK:** Would anyone like to share one strategy you've used (or have seen other teachers, leaders, or peers use) to explore student individuality?

Examples of strategies to support student individuality:

Get to know the students via culture-building, giving them a writing prompt to get them to share something about themselves, or show-and-tell. Students also will be getting to know each other.

### **FACILITATOR NOTES:**



## Student Voices – Listening Activity

### TALKING POINTS:

“Equity is **hearing somebody’s voice** about what they need **and providing them with that.**”

-- Christopher Emdin

Part of understanding student contexts and celebrating students’ whole selves requires us to reflect on assumptions we’re making and to be thoughtful in digging below the surface to truly understand a youngster’s perspective.

We’ll name what we heard the student say in each story.

What assumptions are we making about the students and their context? What additional information do the students provide about how their sociopolitical context could influence their learning and experiences in school?

Design/practice probing questions to help us better understand a student’s perspective.

### FACILITATOR NOTES:

Here are additional video/listening options if you want or have time to extend this activity.

NPR - [High School Students Talk about Affirmative Action](#)

Just Listen - [Students Talk About Learning](#)

[Group Share Out on the Experience](#)

\*- Edutopia - [When We Listen to Students](#)

## Station 1 – NPR Interview – Three Muslim Teens Say Election Leaves Them Emboldened

### [Three Muslim Teens Say Election Leaves Them Emboldened](#)

#### **TALKING POINTS:**

We'll name what we heard the student say in each story.

What assumptions are we making about the students and their context? What additional information do the students provide about how their sociopolitical context could influence their learning and experiences in school?

Design/practice probing questions to help us better understand a student's perspective

#### **FACILITATOR NOTES:**

## Station 2 – NY Times – The Allure of Leaving Kansas - TaTy/Terria Gary on College Plans

### [The Allure of Leaving Kansas - TaTy/Terria Gary on College Plans](#)

#### **TALKING POINTS:**

We'll name what we heard the student say in each story.

What assumptions are we making about the students and their context? What additional information do the students provide about how their sociopolitical context could influence their learning and experiences in school?

Design/practice probing questions to help us better understand a student's perspective

#### **FACILITATOR NOTES:**

## Station 3 – TED Talk, My Story of Immigration

### [My Story of Immigration](#)

#### **TALKING POINTS:**

We'll name what we heard the student say in each story.

What assumptions are we making about the students and their context? What additional information do the students provide about how their sociopolitical context could influence their learning and experiences in school?

Design/practice probing questions to help us better understand a student's perspective

## Strategies to Increase Student Voice

### TALKING POINTS:

This slide introduces us to a few ways that we can engage students in decisions.

Let's start at the bottom and work our way up:

- **Expression:** Educators use information about student progress and well-being to inform teaching decisions.
  - *Expression example: Use data from in-class assessment to inform a lesson for next day and ways to reinforce a concept misunderstood by students.*

Next is:

- **Consultation:** Educators look beyond student work to student engagement and invite student discussion and dialogue about learning.
  - *Consultation example: You may set academic goals for each student to create their fluency by a certain amount and display that data with a rocket fluency tracker in your classroom. Each week as you test for fluency, the child can move their rocket to the appropriate place on the bar graph. Based on the goals set for the individual student, the teacher and student can converse about the student's progress and identify strategies to help the student reach a goal.*

Next is:

- **Participation:** Student involvement in planning, decision-making, and implementation are key.
  - *Participation example: You may assign a project to students (report, poster board with facts, etc.) for Latino Heritage Month, but students are able to choose the figure they want to research*

Finally is:

- **Partnership:** Students take the lead in identifying issues they want to learn about and address, and educators facilitate the learning process.
  - *Partnership example: Students identify service learning projects in their community, and the teacher ensures they happen and are aligned to standards. OR, students work in groups to talk about issues that matter, and they bring them to the teacher. The teacher then uses those ideas for a formal assignment*

Let's acknowledge that this year, especially in remote learning settings, it is likely harder than normal to engage in these four levels.

Poll: Which of these levels of student engagement are most integrated into your routine?

Expression

Consultation

Participation

Partnership

**FACILITATOR NOTES:**

What specific tools are we giving teachers to help them actualize partnership?

How does their day-to-day practice need to change?

It's not enough to tell teachers what to do; also need to show them how.

## Poetry Open Mic

**Video:** <https://www.teachingchannel.org/videos/poetry-lesson-plan> (Video is about 6 minutes)

### **TALKING POINTS:**

- As you watch the [video](#), listen for the types of interactions that define “Levels of Envisioning Student Voice” and take notes on how students are:
  - Seen as a whole person.
  - Display more dimensions than just the academic.
  - Play an active role in their learning.
- Also look for the following:
  - The types of questions the teacher asks of her students.
  - The modeling the teacher does for her students.
  - The culture of learning fostered by the teacher.
  - The way the teacher cultivates the individuality of the students.

### **FACILITATOR NOTES:**

## Student Surveys

### **TALKING POINTS:**

Student voices enrich what we know about classroom culture and the instructional practices that most impact student learning. Student surveys are a unique form of real-time, actionable feedback on your practice. Students are well-positioned to speak to it because they experience your classroom more than anyone else. Student surveys can also offer teachers a more holistic picture of classroom practice by looking at data that other assessments may not measure, such as care, control, and challenge.

- It is important to note that the quality of your outputs (survey data) will only be as strong as your inputs (survey tool). We have included a sample survey in your handouts that can be used.

### **FACILITATOR NOTES:**

## Discovering/Uncovering Student Voice: Service Learning

### TALKING POINTS:

Service learning is a powerful approach to teaching that:

- Accomplishes academic goals through **community engagement**.
- Provides students with authentic learning experiences in which they have freedom to **apply academic content to their real-life**, real-world context.
- Allows **both the student and teacher to develop** relationships, responsibility, and connections to the community.

### FACILITATOR NOTES:

You can state that service learning in the school context is not just volunteer hours and a signed piece of paper. There are deeper connections that can be made through self-reflective writing, group discussion after activities, etc.

## Service Learning as Student Voice

**TALKING POINTS:** Service learning can be a terrific platform for elevating student voice while also making learning relevant to students. Quality service learning is closely connected to the academic content being taught in the classroom and engages students in real community-based solution development that has a transformative impact on the students and communities in which they live. By engaging as active and informed participants in their broader communities, students use their own perspectives and voices to enhance their learning and their learning to enhance their communities.

**FACILITATOR NOTES:** Some participants may have experienced service learning as collecting community service hours from students. Community service and service learning are not the same thing. Community service does not need to be tied to student learning or academic content, service learning requires application of learning in the community context. Be sure to clarify this as needed for your learners.



## Reflections and Share Out

### **TALKING POINTS:**

I want to give you all a couple minutes to independently reflect on these approaches to hearing student voice. We are going to take 5 minutes to do some individual reflection where we'll ask you to answer one or both of the following prompts on the activity feed:

- What are some examples you've used for each approach?
- What specific strategies will you begin to incorporate in your classroom?

We'll then come back together to do a quick group share out before we wrap of today's session.

### **FACILITATOR NOTES:**