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| Elizabeth Krasofski | [USING TEXTS TO STAND UP FOR WHAT IS RIGHT](https://youtu.be/xHEjfqMxy1Q)Elizabeth KrasofskiKindergarten Teacher | Sharon Public SchoolsVideo URL: <https://youtu.be/xHEjfqMxy1Q>  |

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| Learn more about this video and Elizabeth’s culturally responsive teaching (CRT) journey: |
| **What are you proud of and excited to share from this video? Why do you think this is a strong example of culturally responsive teaching?** | *In this video, we tried to dig deeper with students to understand that hurtful comments and words are more than just that, sometimes we say things that come from a place of hate even if that is not our intention. If we can teach kids what to do when these types of conversations or scenarios occur, we can hopefully make an impact for change. By using many valuable books, we are able to start conversations that might be uncomfortable, but are necessary conversations that need to happen with young children. This lesson aligns with Teaching Tolerance’s Social Justice Standards, specifically Justice Standard 13: “Students will analyze the harmful impact of bias and injustice on the world, historically and today.” and Action Standard 19 (K-2), “I will speak up or do something if people are being unfair, even if my friends do not.”* |
| **Describe your journey to becoming a more culturally responsive, anti-racist educator. What has helped you grow your CRT practice?** | *Sadly my journey to become a more culturally responsive and anti-racist educator began in a reactive manner. After several different situations that involved students saying hurtful things to Black and brown students in my classroom, I knew something in my teaching had to change. I decided I could no longer react to these upsetting situations. I needed to find a way to proactively teach students to recognize and celebrate differences and accept others for who they are. I also needed to teach respect and acceptance explicitly. Although most of the comments made by these young children may not have been said with ill intent, it was evident that I had work to do, work that does not stop. As teachers, we must realize that it absolutely is our job to be more culturally responsive and anti racist as leaders and educators of the children of our future. Joining a book group with other educators who were ready to make change was helpful in making this shift. Both reading books on a professional level, as well as choosing children’s books explicitly to address cultural identity and differences has had a positive impact on my teaching.* |
| **What advice would you give to another educator who wants to develop their CRT skills?** | *When I don’t know what to do in a difficult situation, I read, so it began with joining a book group where we read Waking Up White by Debby Irving, So You Want to Talk about Race by Ijeoma Oluo and Beverly Tatum's Why are All the Black Kids Sitting Together in the Cafeteria? to name a few. Being The Change, by Sarah Ahmed, has also helped me plan valuable lessons in my classroom. I decided to spend some of my summer working with our district’s racial equity committee to develop some lessons to integrate into our curriculum. Exploring different diverse books and adding them to my classroom library was essential. I realized that one of the big issues in classrooms is the lack of representation, so making sure our students see characters in books that make them feel represented is important. I’d say my advice would be to read as much as you can and join together with other educators to do your part. We, as teachers, have a unique situation, where we can have a positive impact on how students view the world so my advice is to take this step forward, even when it is hard or uncomfortable.*  |