**Optional Summer Follow Up Work**

Week One

* Read: <https://www.huffpost.com/entry/explaining-white-privilege-to-a-broke-white-person_b_5269255>
* Watch: <https://youtu.be/h7mzj0cVL0Q>
* Do: White and Heterosexual Privilege Inventory

Week Two

* Read: <https://www.nytimes.com/2020/03/03/smarter-living/how-to-respond-to-microaggressions.html>
* Watch: <https://www.youtube.com/watch?v=rspZv2a0Pp8>
* Do: Visit <https://implicit.harvard.edu/implicit/takeatest.html> and complete at least 2 bias tests

Week Three

* Read: Explore the Educator Resources section of GLSEN’s website: [https://www.glsen.org/resources/educator-resources](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.glsen.org%2Fresources%2Feducator-resources&data=04%7C01%7CTHESINJM%40uwec.edu%7C7a3535c411dc49e6179d08d88b11be2b%7Cdd068b97759349388b3214faef2af1d8%7C0%7C0%7C637412255616644559%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=2BseyeMnhnGcsLSHq3V%2Bwf0ecm5i1RkK0EXG3CSUW5E%3D&reserved=0)
* Watch: [https://youtu.be/3ROXTFfkcfo](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2F3ROXTFfkcfo&data=04%7C01%7CTHESINJM%40uwec.edu%7C120f8ee4dbf54ef73a8208d882645076%7Cdd068b97759349388b3214faef2af1d8%7C0%7C0%7C637402714635543523%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=D6182mRY2Y8k4siiVX2k2vwEb0qAiSqsKNxVrWZO%2BJM%3D&reserved=0) content warning: graphic suicide imagery
* Do: Make a shortlist of items (3 items) from the GLSEN Educator’s Resources page(s) that you know you could implement in your own school.

Week Four

* Read: Youth essays- “My First Encounter with Racism” <https://yr.media/news/racerelated-my-first-encounter-with-racism/>
* Read: Four Ways Teachers Can Support Students of Color <https://www.cultofpedagogy.com/students-of-color/>
* Do: Think about your own racial identity development. When and where did you see yourself reflected in the curriculum? Your classroom? The library?

Week Five

* Read: [Multiracial in America: Proud, Diverse and Growing in Numbers | Pew Research Center](https://www.pewresearch.org/social-trends/2015/06/11/multiracial-in-america/)
* Watch: <https://youtu.be/l2WaNmhvEzo>
* Do: Brainstorm what you can do in your curriculum or classroom to build the positive racial identity development of youth of color and indigenous youth. Write down your ideas to share with colleagues when you meet next.

Week Six

* Read: [White-Fragility-Published.-1.pdf (robindiangelo.com)](https://robindiangelo.com/wp-content/uploads/2016/01/White-Fragility-Published.-1.pdf)
* Watch: <https://youtu.be/6O27_yBQ8Qc>
* Do: Think about a time when you were uncomfortable talking about race. Do any of the issues explored in the video or article resonate with why you may have had discomfort? Reflect on ways you can become more comfortable discussing issues of race. Write down two or three things you could do to normalize conversations about race in your classroom.

Week Seven

Read: [Anatomy of an Ally | Learning for Justice](https://www.learningforjustice.org/magazine/summer-2016/anatomy-of-an-ally)

Watch: <https://youtu.be/_dg86g-QlM0>

Do: Write down three ways you can be a better ally to your students and their families.

Week Eight

Read: [The Guide to Allyship](https://guidetoallyship.com/#what-is-an-ally)

Watch: <https://youtu.be/0hJknn4NVBY>

Do: Select one thing from the Guide to Allyship that you can do this week to be a better ally and then DO IT!

Week Nine

* Read: [https://journals.sagepub.com/doi/pdf/10.3102/0013189X035007003  (Links to an external site.)](https://journals.sagepub.com/doi/pdf/10.3102/0013189X035007003%20%C2%A0%28Links%20to%20an%20external%20site.%29)
* Watch: [https://www.youtube.com/watch?v=J9rbQZpCePI](https://www.youtube.com/watch?v=J9rbQZpCePI%20 )
* Do: Write a journal entry responding to the following prompt:  “Imagine that your school or district shifts from an ‘achievement gap’ model to an ‘education debt’ model. How can this shift change how you approach addressing academic achievement among your most vulnerable student populations?”

Week Ten

Read: [America Ruined My Name for Me | The New Yorker](https://www.newyorker.com/culture/personal-history/america-ruined-my-name-for-me)

Watch: [(192) Idris Goodwin - "Say My Name" / BreakBeat Spoken Word Poetry - YouTube](https://www.youtube.com/watch?v=MnlFjlI0854)

Do: Go to [Education — NameCoach (name-coach.com)](https://cloud.name-coach.com/education) and create your own name recording. Think of how you could use this in your teaching to help normalize pronouncing all names correctly. Select one idea to actualize with your students when classes resume.