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Developing U.S. Educators' Skills in Teaching Across Lines of Sexuality, Religion, and Nationality: Professional Learning Facilitation Guide

SEPTEMBER 2024

INDIANA UNIVERSITY INDIANAPOLIS
INDIANAPOLIS, INDIANA

By:

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Midwest & Plains Equity Assistance Center



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ABOUT THE CENTER

The Region III Equity Assistance Center is a project of the Great Lakes Equity Center, an educational research and service center located in Indiana University Indianapolis's School of Education. The Midwest & Plains Equity Assistance Center is funded by the U.S. Department of Education under Title IV of the Civil Rights Act to provide equity-focused technical assistance to states, districts, and public schools focused on systemic improvements to ensure educational access, participation and positive outcomes for students who have been historically marginalized based on race, sex, national origin, or religion, at the request of public schools, districts, state departments of education, and other responsible governmental agencies.



INTRODUCTION

Creating safe, inclusive, and affirming school environments is critical for the well-being and success of marginalized students. LGBTQ+ students, for example, often experience significant hostility in school settings, with over half reporting feeling unsafe due to their sexual orientation or gender expression (Kosciw et al., 2016). Furthermore, many students face homophobic or transphobic remarks from peers and even educators, leading to an urgent call for action to improve these environments. Similarly, Muslim students also face alarming levels of bullying, with 42% reporting harassment based on their faith, and a quarter of these incidents involving harassment by teachers (Mogahed & Chouhoud, 2017). These patterns of discrimination highlight the need for schools to actively prevent and interrupt hostile behaviors while ensuring equitable educational opportunities for all students.



INTRODUCTION

The intersection of sexual, religious, and national identities, especially for LGBTQ+ Muslim students, compounds these challenges, making it essential for educators to create environments that affirm and value all aspects of their students' identities. Immigrant students, particularly those from majority Muslim nations, often feel further marginalized due to anti-immigration sentiments and Islamophobia in U.S. schools. This can lead to feelings of disconnection, confusion, and unsafety as students navigate their cultural identities alongside the bullying they face in school. Educators and school leaders play a crucial role in fostering inclusive and equitable educational experiences that promote understanding and acceptance for students at these intersections. This Equity Tool offers strategies to support educators in creating such environments.



OVERVIEW OF THIS GUIDE

PURPOSE AND RATIONALE STATEMENT

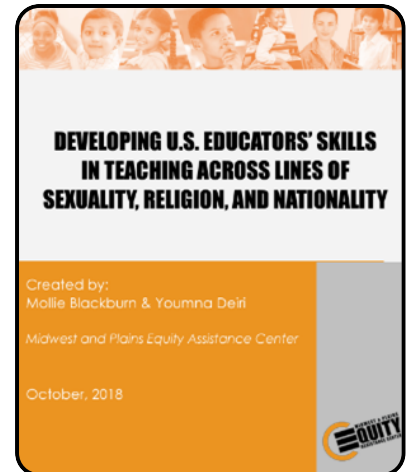
This Professional Learning Facilitation Guide was designed to help educators effectively use the "Developing U.S. Educators' Skills in Teaching Across Lines of Sexuality, Religion, and Nationality" Equity Tool, authored by Drs. Mollie Blackburn and Youmna Deiri. This Guide is intended to equip teachers with the necessary insights and strategies to apply the tool meaningfully in their classrooms. By engaging with this guide, educators will gain a deeper understanding of how to address and support diverse student identities, fostering an inclusive and equitable learning environment. This session will focus on equipping educators with the tools and strategies necessary to foster a supportive and inclusive classroom environment for marginalized students.



OVERVIEW OF THIS GUIDE

PURPOSE AND RATIONALE STATEMENT

We will examine the specific needs of LGBTQ+ and Muslim students and explore practical ways to address their challenges in the school setting. Although the Tool and this Guide center on Muslim students, we believe these strategies can be applied to other marginalized religions as well. The session will include discussions, reflection exercises, and role-playing activities to encourage empathy and understanding.



OBJECTIVES OF THIS SESSION:

- Understand the importance of safety and engagement in fostering inclusive learning environments
- Reflect on their own biases related to students' sexuality, religion, and nationality
- Identify practical strategies to promote safety and engagement for marginalized students
- Learn how to gather and incorporate student feedback on school safety and engagement

ANTICIPATED OUTCOMES OF THIS SESSION:

- **Enhanced Understanding of Safety and Bias Impact:**
Participants will gain a deeper understanding of how safety is defined in relation to students' sexuality, religion, and national origin, and recognize how their own explicit and implicit biases



OVERVIEW OF THIS GUIDE

ANTICIPATED OUTCOMES OF THIS SESSION:

might influence their definitions and practices. They will explore how biases can impact student safety and engagement, leading to more informed and empathetic approaches to creating inclusive environments.

- **Effective Strategies for Addressing Bullying:** Participants will develop and refine strategies for effectively addressing and resolving bullying incidents related to students' identities. By examining real-life cases and discussing potential interventions, educators will be equipped with practical tools and techniques for responding to and preventing bullying in their classrooms and schools.
- **Actionable Intervention Plans:** Participants will identify and articulate actionable steps for intervention that can ensure students' engagement and safety. They will collaborate to create comprehensive intervention plans that incorporate both proactive and reactive measures, aimed at fostering a safer and more inclusive school environment for all students.



SESSION OVERVIEW

Section	Activities	Time
Section 1: How Do You Define Students' Safety and Engagement?	Activity: Definition Mapping	20 minutes
Section 2: Implicit And Explicit Beliefs and Values	Activity: Exploring Implicit and Explicit Values Through Case Studies	40 minutes
	Activity: What Are the Forces and Circumstances That Shaped These Biases?	40 Minutes
Section 3: Safety And Identity	Activity: Defining Safety	60 minutes
Section 4: Action Planning	Activity: Reflecting On Practice	60 minutes
	Activity: Developing Effective Intervention Strategies for Ensuring Student Safety And Engagement	40 minutes



RECOMMENDED CENTER RESOURCES

Diri-Rieder, Y., Sellman, J., Nusair, I., Ayoub, D. (2018). Developing U.S. educators' understandings of nationality, religion, and sexuality in the Middle East. *Equity Spotlight Vodcast*. Great Lakes Equity Center.



SECTION 1: HOW DO YOU DEFINE STUDENTS' SAFETY AND ENGAGEMENT?

This section addresses the following key question:

How do you define students' safety and student engagement?

This question encourages educators to articulate their personal definitions of safety and engagement in the context of students' sexuality, religion, and national origin. It aims to deepen understanding of what constitutes a safe and engaging environment for students from diverse backgrounds and highlights the importance of aligning these definitions with practical strategies.

By examining this question, educators can clarify their own perspectives on safety and engagement, which is essential for creating inclusive and supportive learning environments that cater to all students' needs.

This section of the tool can be found on **page 4** in the **Educators** section of the Developing U.S. Educators' Skills in Teaching Across Lines of Sexuality, Religion, and Nationality Tool.



SECTION 1: HOW DO YOU DEFINE STUDENTS' SAFETY AND ENGAGEMENT?

Activity: Definition Mapping (20 minutes)

Objective: Reflect on and define student safety and engagement and explore their interrelation in the classroom.

Materials:

- Flipchart or whiteboard
- Markers
- Sticky notes or index cards

Facilitation Directions:

- **Introduction (5 minutes):**

- Introduce the concepts of student safety and engagement. Highlight their importance for a positive learning environment.

- **Activity: Interactive Definition Mapping (15 minutes):**

- **Setup:** Divide participants into small groups. Provide each group with sticky notes or index cards.
- **Activity:** Ask each group to brainstorm and write down their definitions of student safety and engagement, including examples of practices that support each. Have them create a visual map on the flipchart or whiteboard linking safety and engagement.
- **Debrief (5 minutes):** Share group maps with the larger group. Discuss common themes and unique ideas.

- **Facilitator Prompt for Debrief:**

- “What definitions or strategies stood out to you?”
- “How can we integrate these definitions into our classroom practices?”



SECTION 2: IMPLICIT AND EXPLICIT BELIEFS AND VALUES

This section focuses on deepening educators' understanding of their own values and biases. This section addresses three critical questions:

- 1. What are your explicit and implicit understandings and values in relation to sexuality, religions, and nations of origin or immigration?** This question encourages educators to reflect on their own beliefs and values about these areas and how they influence their teaching practices.
- 2. What are your implicit and explicit biases with respect to Middle Eastern American or immigrant students?** This question aims to uncover any biases educators may have, either conscious or unconscious, that could affect their interactions with students from these backgrounds.
- 3. What are the forces and circumstances that shaped these biases?** This question prompts educators to examine the external influences—such as cultural, social, and historical factors—that have contributed to the development of their biases.

By exploring these questions, educators can gain insight into how their personal values, biases, and the forces shaping them influence their perspectives and teaching approaches. This understanding is essential for creating a more inclusive and equitable learning environment.

This section of the tool can be found on **page 4-5** in the **Educators** section of the *Developing U.S. Educators' Skills in Teaching Across Lines of Sexuality, Religion, and Nationality* tool.



SECTION 2: IMPLICIT AND EXPLICIT BELIEFS AND VALUES

Activity: Exploring Implicit and Explicit Values Through Case Studies (40 Minutes)

Objective: Help participants understand and differentiate between implicit and explicit values related to sexuality, religion, and nations of origin, and reflect on their impact on inclusivity.

Materials:

- Flipchart or whiteboard
- Markers
- Sticky notes or index cards
- Handouts with case studies (anonymized scenarios) related to sexuality, religion, and nations of origin
- Copies of a worksheet for reflection and analysis (optional)

Facilitation Directions:

- **Introduction (5 minutes):**
 - Briefly introduce the concepts of implicit and explicit values.
 - **Explicit Values:** Conscious beliefs and attitudes that individuals are aware of and can articulate.
 - **Implicit Values:** Unconscious attitudes or stereotypes that can influence behavior and decisions without overt awareness.
 - Explain that understanding these values is crucial for creating inclusive environments and addressing biases
- **Activity: Case Study Analysis (20 minutes):**
 - **Setup:**
 - Divide participants into small groups (3-4 people per group).



SECTION 2: IMPLICIT AND EXPLICIT BELIEFS AND VALUES

- Distribute handouts with anonymized case studies. Each case study should describe a scenario involving issues related to sexuality, religion, or nations of origin and highlight potential implicit and explicit values at play.
- **Analysis:**
 - Ask each group to read their assigned case study and identify the explicit and implicit values represented in the scenario. Use the following prompts to guide their analysis:
 - **Explicit Values:** What are the clear, articulated beliefs or attitudes displayed by the characters in the scenario? How do these beliefs manifest in their actions or statements?
 - **Implicit Values:** What unconscious biases or stereotypes can you identify? How might these underlying values influence the behavior and decisions of the characters?
- **Reflection:**
 - Each group will complete a worksheet or discussion guide that includes questions such as:
 - How do the explicit values in the scenario impact the individuals involved?
 - What role do implicit values play in the situation?
 - How might both types of values affect inclusivity and equity in the context described?
- **Debrief (10 minutes):**
 - Bring the groups back together to share their findings and reflections.
 - **Facilitator Prompts for Debrief:**
 - "What were some common themes in the explicit and implicit values identified across the case studies?"



SECTION 2: IMPLICIT AND EXPLICIT BELIEFS AND VALUES

- "How did these values influence the outcomes or dynamics in the scenarios?"
- "What strategies can you use to address and challenge implicit biases while reinforcing explicit values of inclusivity?"
- **Conclusion (5 minutes):**
 - Summarize the key insights from the activity, emphasizing the importance of recognizing and addressing both explicit and implicit values to foster an inclusive environment.
 - Encourage participants to apply these insights in their own practice, continuously reflecting on their values and seeking professional development to enhance their understanding of inclusivity.
 - This revised activity is designed to help participants engage with the concepts of implicit and explicit values through practical, real-life scenarios, making the learning experience more impactful and relevant

Activity: What are the Forces and Circumstances that Shaped these Biases? (40 Minutes)

Objective: Reflect on and explore the factors that have shaped personal biases and values related to sexuality, religion, and national origin.

Materials Needed:

- Flipchart or whiteboard
- Markers
- Sticky notes or index cards



SECTION 2: IMPLICIT AND EXPLICIT BELIEFS AND VALUES

Facilitator Directions:

- **Introduction (5 minutes):**

- Begin by explaining that our biases and values are influenced by a variety of factors, including cultural, social, and personal experiences.
- Discuss how understanding these influences can help us become more aware of our biases and work towards inclusivity.

- **Activity: Influence Timeline (15 minutes):**

- **Setup:**

- Draw a large timeline on the flipchart or whiteboard, marking it with several decades or significant periods (e.g., Childhood, Adolescence, Adulthood).
- Label one end of the timeline as “Past Influences” and the other end as “Present Impact.”

- **Step-by-Step Instructions:**

- **Identify Influences:**

- Ask participants to think about various factors that have influenced their values and biases related to sexuality, religion, and national origin. These might include:
 - Personal experiences (e.g., family events, friendships)
 - Media influences (e.g., news, movies, books)
 - Cultural and social contexts (e.g., community norms, educational experiences)

- **Record Influences:**

- Provide participants with sticky notes or index cards.



SECTION 2: IMPLICIT AND EXPLICIT BELIEFS AND VALUES

- Have them write down specific events, media influences, or personal experiences on the sticky notes or cards. Encourage them to be as detailed as possible.
- **Place Influences on the Timeline:**
 - Ask participants to place their notes along the timeline where they believe the influences occurred. For example, if a particular media influence from adolescence shaped their views, they should place it in the "Adolescence" section.
- **Discuss Influences:**
 - Facilitate a group discussion where participants explain their timeline entries. Focus on how these factors have shaped their current values and biases.
- **Debrief (10 minutes):**
 - **Facilitator Prompt for Debrief:**
 - "What key factors from your timeline have most significantly shaped your biases and values?"
 - "How can recognizing these influences help you address and work through these biases?"
- **Discussion:**
 - Share insights from the timeline activity, highlighting common themes or surprising revelations.
 - Discuss strategies for counteracting biases influenced by these factors, such as seeking diverse perspectives, engaging in continuous learning, and reflecting on personal values.



SECTION 2: IMPLICIT AND EXPLICIT BELIEFS AND VALUES

- **Conclusion (10 minutes):**
 - Summarize the main points discussed regarding how various factors shape our biases and values.
 - Encourage participants to continue reflecting on their influences and actively work on strategies to address their biases.
 - Provide resources or suggestions for ongoing professional development and personal growth in the context of inclusivity and bias awareness.



SECTION 3: SAFETY AND IDENTITY

This section delves into understanding and addressing safety concerns related to students' identities. This section tackles three key questions:

1. **How do you define safety pertaining to sexuality, religion, and nations of origin?** This question prompts educators to articulate their own definitions of safety for students based on these identity aspects. It encourages a nuanced understanding of what constitutes a safe environment for students from diverse backgrounds.
2. **How might your biases conflict or coincide with your initial definitions of students' safety?** This question explores how personal biases may align with or challenge the educator's definitions of safety. It helps educators recognize potential discrepancies between their understanding of safety and the biases that might affect their views and practices.



SECTION 3: SAFETY AND IDENTITY

3. How might these biases interfere with students' safety and impede students' engagement at the school level? This question examines the practical impact of biases on students' experiences. It addresses how personal biases can create unsafe environments and hinder student engagement, thereby affecting their overall well-being and participation in school activities.

By addressing these questions, educators can gain insight into how their definitions of safety might be influenced by biases and how these biases can impact student experiences. This understanding is crucial for developing strategies to ensure that all students feel safe and are fully engaged in their learning environments.

This section of the tool can be found on **page 5-6** in the **Educators** section of the *Developing U.S. Educators' Skills in Teaching Across Lines of Sexuality, Religion, and Nationality* tool.

Activity: Defining Safety (60 Minutes)

Objective: Facilitate participants' understanding of safety in relation to sexuality, religion, and nations of origin, and explore how safety is perceived differently based on individual identities.

Materials Needed:

- Flipchart or whiteboard
- Markers
- Sticky notes or index cards
- Handouts with scenarios (optional)



SECTION 3: SAFETY AND IDENTITY

- **Facilitation Directions:**

- **Introduction (5 minutes):**

- **Define Safety:** Begin by defining what "safety" means in educational environments, emphasizing physical, emotional, and psychological aspects. Explain that safety can be experienced differently depending on one's identity and personal experiences.

- **Activity Part 1: Identifying Safety Factors (15 minutes):**

- **Setup:** Draw a spectrum on the flipchart or whiteboard with "Unsafe" on one end and "Safe" on the other.

- **Activity:** Instead of using sticky notes for personal experiences, use pre-written scenario cards that depict different situations related to sexuality, religion, and nations of origin. For example:

- A student from a minority religion requests a break during class for prayers.
 - A student feels uncomfortable discussing their LGBTQ+ identity with a counselor.
 - A student from a different country is subjected to insensitive comments about their accent.

- **Discussion:** Ask participants to place each scenario on the spectrum based on how safe or unsafe the situation feels. Discuss the reasoning behind their placements.

- **Activity Part 2: Perspective-Taking (20 minutes):**

- **Group Discussion:** Divide participants into small groups and assign each group a set of scenarios from the spectrum.

- **Reflect and Discuss:** In their groups, participants will discuss:



SECTION 3: SAFETY AND IDENTITY

- How each scenario affects the safety of individuals based on their identity.
 - The specific factors that contribute to a feeling of safety or lack thereof.
 - How the perspective of the person experiencing the scenario might differ from the perspective of someone outside their identity group.
- **Share Insights:** Have each group present their findings and discuss how understanding these perspectives can help create safer environments.
- **Debrief (10 minutes):**
 - **Reflect on Insights:** Bring everyone back together to reflect on the exercise.
 - **Facilitator Prompts for Debrief:**
 - “What did you learn about how safety is experienced differently based on identity?”
 - “How can understanding these different perspectives help us create a more inclusive and safe environment for all students?”
 - “What actionable steps can we take to address and improve safety based on the insights from these scenarios?”
- **Conclusion (10 minutes):**
 - **Summarize:** Recap the key points discussed regarding the relativity of safety and the importance of perspective-taking.
 - **Encourage Action:** Encourage participants to apply these insights in their own environments and to reflect continuously on how they can support all students' sense of safety and inclusion.



SECTION 4: ACTION PLANNING

This section examines real-life examples of bullying incidents and effective intervention strategies. This section addresses two key questions:

- 1. Think of examples of bullying incidents that happened in the classroom or the school, based on a student's sexuality, religion, or national origin (without providing identifying information). How did you resolve the bullying incident?** This question invites educators to reflect on specific, anonymized instances of bullying related to identity and to discuss the resolution strategies used. It aims to evaluate the effectiveness of these strategies and understand how different approaches can address such incidents.
- 2. What steps for intervention do you wish the school employed that may have enabled you to ensure students' engagement and safety?** This question focuses on identifying additional or alternative intervention strategies that could have been employed. It encourages educators to consider what measures could have been implemented to better support students and prevent future incidents, thereby enhancing overall safety and engagement.

This section of the tool can be found on **page 6** in the **Educators** section of the *Developing U.S. Educators' Skills in Teaching Across Lines of Sexuality, Religion, and Nationality* tool.



SECTION 4: ACTION PLANNING

Activity: Reflecting On Practice (60 Minutes)

Objective: Reflect on and analyze real-life bullying incidents related to sexuality, religion, or national origin, using FBI hate crime statistics to enhance understanding of effective interventions.

Materials Needed:

- Flipchart or whiteboard
- Markers
- Sticky notes or index cards
- Handouts with FBI hate crime statistics (optional)

Facilitation Directions:

- **Introduction (5 minutes):**
 - **Discuss Importance:** Start by discussing the significance of addressing bullying related to sexuality, religion, or national origin. Explain that understanding the broader context of hate crimes, as reported by the FBI, can inform effective intervention strategies.
 - **Objective Explanation:** Explain that the activity will involve analyzing real-life bullying incidents and comparing them with FBI hate crime statistics to understand common issues and effective resolutions.
- **Activity: Analyzing Incidents with FBI Hate Crime Data (40 minutes):**
 - **Review FBI Hate Crime Statistics (15 minutes):**
 - **Provide Data:** Distribute handouts with relevant FBI hate crime statistics, focusing on incidents related to sexuality, religion, and national origin. If handouts are not used, display the data on the flipchart or whiteboard.



SECTION 4: ACTION PLANNING

- **Discuss Trends:** Briefly discuss the key trends and statistics, such as the prevalence of certain types of hate crimes and their impact on various communities.
- **Share Incidents (10 minutes):**
 - **Prompt Participants:** Ask participants to share anonymized examples of bullying incidents they have encountered or heard about, related to students' sexuality, religion, or national origin. Emphasize that identifying details should be omitted to respect privacy.
 - **Categorize Incidents:** Record each type of incident on sticky notes. Categorize incidents as verbal harassment, exclusion, physical intimidation, etc., and place these on the flipchart or whiteboard.
- **Compare and Analyze (15 minutes):**
 - **Analyze Trends:** Compare the types of incidents shared by participants with the FBI hate crime statistics. Discuss whether the incidents align with or differ from the reported trends.
 - **Identify Resolution Strategies:** For each type of incident, discuss and record potential resolution strategies such as disciplinary actions, counseling, mediation, or policy changes.
- **Group Discussion (10 minutes):**
 - **Organize Information:** Arrange the recorded incidents and strategies on the flipchart or whiteboard, and overlay them with relevant statistics.
 - **Facilitate Discussion:** Lead a discussion on the following questions:
 - "How do the incidents shared by participants align with the FBI hate crime statistics?"



SECTION 4: ACTION PLANNING

- “What strategies were mentioned for resolving these incidents?”
- “What made these strategies effective, and how do they address the issues highlighted by the statistics?”
- **Debrief (5 minutes):**
 - **Summarize Key Points:** Summarize the key insights from the discussion, focusing on effective strategies for resolving bullying incidents and how they align with hate crime trends.
 - **Facilitator Prompts for Debrief**
 - “What patterns did you notice between the real-life incidents and the FBI hate crime statistics?”
 - “Which strategies for resolution were most effective, and why?”
- **Conclusion (5 minutes):**
 - **Summarize Effective Strategies:**
 - **Highlight Takeaways:** Summarize the effective resolution strategies discussed and emphasize their importance in addressing bullying incidents.
 - **Encourage Application:** Encourage participants to reflect on these insights and consider how they can apply the learned strategies in their own practice to address bullying and foster a more inclusive environment.



SECTION 4: ACTION PLANNING

Activity: Developing Effective Intervention Strategies for Ensuring Student Safety and Engagement (40 Minutes)

Objective: Identify and articulate effective intervention strategies to ensure student engagement and safety, particularly regarding bullying related to sexuality, religion, or national origin.

Materials Needed:

- Flipchart or whiteboard
- Markers
- Sticky notes or index cards
- Handouts with examples of intervention strategies (optional)

Facilitation Directions:

- **Introduction (5 minutes):**
 - **Discuss the Need for Effective Interventions:**
 - Explain the importance of having well-defined intervention strategies to ensure student safety and engagement.
 - Highlight the dual need for proactive measures (to prevent incidents) and reactive measures (to respond effectively when incidents occur).
 - **Activity: Intervention Strategy Development (20 minutes):**
 - **Setup:**
 - Divide participants into small groups.
 - Provide each group with flipchart paper or a section of the whiteboard, markers, sticky notes or index cards, and handouts (if using).
 - **Brainstorming and Strategy Development:**
 - **Prompt:** Ask each group to brainstorm and develop a comprehensive list of intervention strategies. They should consider:



SECTION 4: ACTION PLANNING

- **Preventive Measures:** Steps that can be taken to prevent bullying and promote inclusivity. This may include creating inclusive curricula, providing professional development for staff, establishing clear anti-bullying policies, and fostering a positive school climate.
- **Responsive Actions:** Actions to take when an incident occurs. This includes timely intervention, offering support to affected students, involving parents or guardians, and implementing disciplinary measures when necessary.
- **Record Strategies:** Each group should record their strategies on sticky notes or index cards and place them on their designated space on the flipchart or whiteboard.
- **Group Presentations:**
 - **Presentation:** Have each group present their strategies to the larger group. They should explain key actions, potential challenges, and how they envision implementing these strategies.
- **Facilitator Prompt: Encourage participants to discuss:**
 - “Which strategies do you find most applicable to your school environment?”
 - “What potential challenges might arise in implementing these strategies, and how can they be addressed?”
- **Debrief (10 minutes):**
 - **Review and Discuss:**
 - Review the strategies presented by each group.



SECTION 4: ACTION PLANNING

- Discuss common themes, effective approaches, and potential obstacles. Consider how these strategies can be tailored to fit various school environments and contexts.
- **Facilitator Prompts:**
 - “What were the most common and effective strategies identified?”
 - “What challenges did groups foresee, and how might these be mitigated?”
- **Conclusion (5 minutes):**
 - **Summarize Key Strategies:**
 - Summarize the most effective intervention strategies discussed during the activity.
 - Emphasize the importance of both preventive and reactive measures in creating a safe and inclusive school environment.
 - **Encourage Application and Provide Resources:**
 - Encourage participants to apply these strategies in their own schools and reflect on how they can be integrated into their daily practices.
 - Provide additional resources or support materials for ongoing professional development and strategy refinement.



CONCLUSION

As we wrap up our exploration of bullying incidents and intervention strategies, it's crucial to reflect on the key insights we've gained. Addressing bullying related to students' sexuality, religion, or national origin requires a multifaceted approach that combines understanding, proactive measures, and effective response strategies.

Key Takeaways:

1. **Real-Life Examples:** Reflecting on real-life incidents helps us understand the complexities of bullying and the importance of timely, empathetic intervention. Effective resolution involves not only addressing the immediate issue but also implementing preventive measures to create a supportive environment.
2. **Intervention Strategies:** Developing comprehensive intervention strategies is vital for ensuring student safety and engagement. This includes both proactive measures—such as inclusive curricula and staff training—and responsive actions—such as timely intervention and providing support for affected students.
3. **Ongoing Reflection and Adaptation:** Continuous self-reflection and adaptation of strategies are essential for creating a safe and inclusive environment. By regularly assessing and addressing our own biases and the effectiveness of our interventions, we can better support all students and foster an environment where everyone feels valued and safe.

Moving Forward:

- **Implement Strategies:** Take the strategies discussed today and work towards implementing them in your own schools. Focus on creating a proactive approach to prevent bullying and a responsive approach to address any incidents that arise.
- **Seek Support:** Utilize additional resources and seek ongoing



CONCLUSION

professional development to further enhance your ability to address bullying and support student safety.

- **Foster Inclusivity:** Continuously strive to build an inclusive environment where every student, regardless of their sexuality, religion, or national origin, can thrive.

Thank you for your commitment to creating a safer, more inclusive educational environment. Your proactive efforts are vital in ensuring that all students feel respected, supported, and engaged in their learning journey.



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Activity: Exploring Implicit and Explicit Values through Case Studies

Case Study 1: Sexual Orientation and Classroom Participation

Scenario:

In Ms. Lee's high school English class, students are discussing LGBTQ+ representation in literature as part of their unit on contemporary issues. Alex, a 16-year-old student who identifies as bisexual, has always been reserved about their sexuality, keeping it private even among close friends. As the class delves into a discussion about the portrayal of LGBTQ+ characters in various novels and plays, Jamie, a vocal student known for their strong opinions, makes a dismissive comment: "LGBTQ+ characters are just a trend. They don't really belong in most stories. It's unrealistic and unnecessary."

The comment causes a noticeable shift in the room. Some students nod in agreement, while others look uncomfortable. Alex's face flushes, and they shrink back into their seat. Ms. Lee, who is unaware of Alex's sexual orientation and the impact of Jamie's comment, does not address the remark, instead moving on with the lesson. Over the next few days, Alex's participation dwindles. They stop contributing to discussions and avoid group activities, feeling isolated and unwelcome.

Reflection Questions:

- How did Jamie's explicit values about LGBTQ+ representation affect Alex's classroom experience?
- What implicit biases might Ms. Lee have that influenced her decision not to address Jamie's comment?
- How can Ms. Lee create a more inclusive environment where all students feel safe to express their identities?



Activity: Exploring Implicit and Explicit Values through Case Studies

Case Study 2: Religious Accommodations and Classroom Scheduling

Scenario:

Mr. Patel, a 7th-grade social studies teacher, faces a scheduling challenge in his classroom. Samira, a 13-year-old Muslim student, observes daily prayers at specific times throughout the day, including during school hours. With Ramadan approaching, Samira requests a brief break from class each day to perform her mid-afternoon prayer. She approaches Mr. Patel, explaining the importance of this religious practice and kindly asking if she can step out for a few minutes each day.

Mr. Patel, though well-meaning, is not familiar with the specifics of religious accommodations and is concerned about setting a precedent. He replies, "I understand your request, Samira, but the school policy is that all students must remain in class unless there's an emergency. If I make an exception for you, it might not be fair to the other students." Samira, who is trying to balance her faith with her academic responsibilities, finds herself struggling to keep up with both her religious duties and her classwork, feeling torn between her obligations and her studies.

Reflection Questions:

- How did Mr. Patel's explicit values about fairness and policy impact Samira's ability to practice her religion?
- What implicit biases about religious practices might have influenced Mr. Patel's decision?
- What could Mr. Patel do to better accommodate Samira's religious needs while balancing school policies?



Activity: Exploring Implicit and Explicit Values through Case Studies

Case Study 3: National Origin and Group Work Dynamics

Scenario:

In Ms. Johnson's 9th-grade social studies class, students are working on a group project about cultural diversity, exploring various global perspectives. Liam, a new student who recently immigrated from a country experiencing political turmoil, is assigned to one of the groups. Despite his eagerness to contribute, Liam's suggestions are met with skepticism by some classmates. During group meetings, his peers make jokes about his accent and question his ability to understand the project, saying things like, "How could someone from your country know anything about diverse cultures? It's not like you've experienced much."

Ms. Johnson, who notices the tension and hears some of the comments, assumes that this is typical group dynamic friction and decides not to intervene, thinking the students will sort it out themselves. Liam becomes increasingly quiet, his initial enthusiasm dampened by the unwelcoming behavior of his peers. He struggles to engage in the project, feeling marginalized and undervalued.

Reflection Questions:

- How did the explicit values of Liam's classmates affect his participation and sense of belonging in the group project?
- What implicit biases about Liam's national origin might have influenced the students' behavior?
- How can Ms. Johnson address these biases and foster a more inclusive environment for Liam and other students?

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