

Critical Consciousness

Equity Dialogue



Connect to Standard VDOE Standard 6.7

Critical Consciousness



**You don't choose
the times you
live in, but you
do choose who
you want to be.**



GRACE LEE BOGGS

Key Question:

How might we support students in navigating the times we live in and foster agency to create positive change?

Working Agreements

1. Challenge your assumptions.
2. Share openly and respect diverse perspectives.
3. Invest fully in the learning.
4. Honor everyone's place on the journey.
5. Focus on the possibilities.





Connect: Critical Conscious Quotes

1. Review the 4 quotes on [the document](#)
2. Select one that connects with you
3. Share the quote you selected and why you chose it.



Read & Connect on **Key Concepts/ Key Ideas**

- Read the article on your own, highlighting words or short phrases that illustrate **key concepts and ideas**.
- **Talk with a partner**, take turns sharing and discussing highlighted items.
- Identify **new thinking, questions**, and **practices** that emerge from the dialogue; be prepared to share.

Resources to Support Deeper Learning & Next Steps

While exploring:

- Record what practices and ideas that connect with your thinking
- What ideas are important for you to hold onto?
- What resources do you want to bookmark and return to with your CT?

Consider: How might you work to develop your own critical consciousness alongside that of your students?



- [Facilitating Student Learning: Controversial Issues \(FCPS Hub\)](#)
- [Culturally Responsive Teaching: Critical Lens Continuum](#)

A stack of three white styrofoam takeout containers is the central focus of the image. They are stacked on a light-colored, textured countertop. The background is a blurred indoor setting, possibly a kitchen or a food service area, with various items and shelves visible. A dark, semi-transparent banner is overlaid at the bottom of the image, containing white text.

To Go Plate Reflection

What are you taking with you from today's session?

A rectangular card with a white border. The background is a collage of overlapping, textured geometric shapes in various colors: shades of orange, yellow, green, purple, and teal. In the center, there is a white circle containing the words "THANK YOU" in a simple, black, sans-serif font, arranged in two lines.

THANK
YOU

Connection to Standard 6.7: Language from VDOE

The teacher:

Teaches students the skills necessary to communicate and engage with diverse groups in ways that support the eradication of discrimination and bias while mitigating against classroom power imbalances (based on race, ethnicity, gender, identity, ability and/or socioeconomic status) that perpetuates fear and anxiety of difference.

Connection to Standard 6.7: Look-Fors

- The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school, and community. (source: CRIOP)
- The curriculum and planned learning experiences incorporate opportunities to confront negative stereotypes and biases. (source: CRIOP)
- The curriculum and learning experiences support students in learning through connections to their own experiences and contexts, and from the voices and perspectives of their peers.

The teacher:

- implements practices that teach collaboration and respect, e.g., class meetings, modeling and reinforcing effective interaction, etc.; students interact in respectful ways and know how to work together effectively; teacher and students work to understand each other's perspectives
- creates a learning atmosphere that engenders respect for one another and toward diverse populations.
- encourages all students to see, question, and interpret concepts from a variety of perspectives
- encourages students to examine and discuss examples and occurrences of stereotypes and biases in the curriculum and learning materials
- designs learning experiences that prepares students to critically examine events, institutions, and representations by identifying who is there, who is missing, who benefits, and who is harmed.