

- I have used the double-entry journal many times, and love using this especially for ELLs and struggling students. It's such a great way to guide students to pick out evidence from the text and process what they have read.
- I also was familiar with Dr. Stevenson's work prior to his presentation. I was able to connect his teachings with my experiences working with his doctoral students and my own experiences in mindfulness.
- In the past, I have discussed the importance of multiple narratives or more than one story. Today's activity about the community circle was eye opening for me because together we were able to generate more people groups than I would have considered on my own. I look forward to my students reacting to primary and secondary sources in this way.
- I have done double entry journal with students, and it did not go as well as I had hoped. Perhaps the phrase "Write your reflection..." was not clear. The right side column labeled "It makes me think that..." was clearer and less intimidating with the assurance that there is no right or wrong answer.
- I am STOKED about the Knowledge Quest blog that has posts about connecting primary sources and picture books. I am happy to find reliable and achievable ways to use picture books alongside primary sources to help develop meaningful discourse in my classroom.
- Yes, the knowledge quest blog is something that I can go to when I'm doing a historical read aloud -- and this will allow me to bring more primary sources to the classroom.
- I was already familiar with the physical manifestations of conversations about race, as well as the long-term physical/mental effects that avoidance. I've also heard about the benefits of using stories in anxiety-inducing situations (ex- a job interview.) However, I had not ever considered how powerful storytelling is when you are engaged in a conversation about race. It makes sense and seems like an effective pathway toward engaging with others in what could be an otherwise tense situation.
- In the reading what do we mean when we say urban, I feel connected to this because these labels have been used to describe my family, friends, and community for years.
- I connected with the activity of the Circle of Point of View. I could see having discussions based on primary sources around this point of view. I appreciated how we first discussed who is represented in the piece. Who's voice do we hear? Then talking about who's voice we don't hear and then having that be the point of view that the students write and talk about. It was a fine tune that I think works really well!

EXTEND

- Trying to understand what we can do with our antiracist beliefs in the classroom. How can I bring this conversation to my colleagues?
- Dr. Stevenson's approach was interesting; I actually attended a session on RECAST theory at the TAG conference, so I was glad to hear more directly from him. I think there is great value in addressing issues of race and socialization on a hyper-personal level, in *addition* to addressing the systemic/institutional, which can easily get too big or abstract and feel disconnected from what we do on a daily basis.
- I never thought about the physiological response to race conversations and how the impact that can have on the individual. I thought the presentation was very effective in outlining how to prepare yourself for these situations.
- When talking about the term urban, it really made me think about our schools and teachers. It's a shame that we have teachers that think students in urban schools don't value education
- Dr. Stevenson was excellent and I wish we had been able to get the full 2 hours with him. I noted that it did end up feeling like a very full day since we got less time with our

journal groups and less time for lunch. That may also have been a reason why people felt like more time was needed to discuss and process the learning we had been doing.

- I want to look more into racial literacy and Dr. Stevenson's work.
- The idea of the body, the mind and the cardiovascular system taking a hit each time one experiences stress was something I had never thought of.
- That it is important to communicate with others about being a "racial being" we must address the fact that race, racism and all of its components exist.
- I want to help my children be better writers and that's why I'm doing this course. I think being racially literate is important in doing that.
- I am starting to think about ways that students can take more definitive action around openly discussing issues of race and addressing issues of race (in the classroom, and using the classroom as a place to have conversations about, practice conversations about, and teach about race). While I have done this in my time as a teacher, I had not made the connection that students need instructions, time, and practice when engaging in conversations about these topics. It's also important to take students to the next step/the so what. Now that we've had the conversation, what actions can we take (if any)?
- I loved Dr. Stevenson's presentation that forced me to think about my own physical reactions to racial conversations. I think I'm pretty open with my students about race and don't shy away from talking about it. However, I have never fully acknowledged my emotion around it.
- The idea of what vocabulary we use. It is not a new concept to me, I have spent several hours at a time just talking about the phrase "at risk". However, urban in particular was something that I recognized as problematic in a way, but never fully dove into what implications that really has or means. I feel that I need to really do an intake of other vocabulary like that and make a conscious effort to change it in my own vocabulary and challenge others to do the same.
- I like the idea of leaning in to uncomfortable racial conversations. However, I am a strong believer that self care is the best care, so when doing these exercises, I fully believe it's important to listen to your gut and not put yourself in harmful situations. In my small group, we discussed at length about triggers that can come up in such conversations, and I while I believe it requires a great amount of bravery to confront racial stress, I also believe it requires a lot of bravery to stand up for yourself for the sake of self-preservation. Only you can know what you have the capacity to carry, and it's important to honor your boundaries.
- The blog post regarding picture books and primary sources gave me some more ideas on how I can supplement my student learning. The multitude of resources available to us was very informative.
- The idea of racial literacy is something that I might address in my classes.
- The morning reading really hit home for me today- in more ways than one. Admittedly, I have never spent time thinking about how I define "urban" education. After reading today's article, it made me question and reflect on the possible narrative I have been telling people about where I work, and the negative consequences that have most definitely resulted because of this.
- It was good to think about how loaded the term "urban" can be, since it has always been defined as "city" for me. Reminding myself that people do hide attitudes and biases behind certain terminology is important.
- Connecting primary sources with picture books is right up my alley!! What better way to expose Kindergarten students to primary sources!
- The discussion on what is "urban" really made me think about these substitute words that we hear that are really code for black and brown students.

CHALLENGE

- I am still feeling unsatisfied with the ability to move forward with conversations about racial topics, but I know there is a lot of work to be done in a short amount of time. I also know that we are all in different places with this work, which is why the conversation seems to loop. I guess I wish I could talk to others about how they've done antiracist work and how I can apply it while honoring my students and their context.
- I still just want more time/space for us to dig into racial issues we've faced at school. We got a good start today informally, but having some structured time designated to that sort of processing would be useful.
- I still need to still think about a topic and how to approach it.
- I wonder how we can continue to build on the learning we have already been doing. How can we keep the conversation going throughout the institute and even after? Are there other opportunities to engage in Racial Literacy learning from the Racial Literacy Institute if we can't make it to the Institute in Aug?
- Are we going to get more WRITING ideas for the classroom?
- Dr. Stevenson says that issues surrounding race must be addressed but I would like to know where does self-preservation come into play?
- I think it's really ok to have some of the silent folks stay silent. It doesn't mean that they're not getting anything from the course.
- Some of the ideas that I am still wondering about include how do we help students in taking the next step (moving from conversations to actions)? There are some topics/ideas that I can easily see as being actionable, but there are others that do not (at least in my mind) lend themselves so easily to actions. Is everything always actionable? How do we help students in taking action based on what they have learned?
- Dr. Stevenson talked about responding responsibly to racial conversations, but we didn't talk about exactly how to do that. There's a lot to explore there, especially in terms of group member's experiences.
- This is not a new question for me, but I really wonder how I can do my best as a white educator in regards to race. How can I be the best teacher I can be and give my students what they need? What does that look like? How do I help them navigate things that I, quite frankly, have never and will never experience?
- In my small group, we discussed how we as educators can prepare our students for engaging in racial conversations. To be honest, I'm still not sure I know how to do this. I agree it's important to prepare students for these situations, but I haven't navigated the most meaningful, authentic way to do this.
- What are some constructive ways/strategies that I can use to teach and prep my students to talk about and handle racial counters?
- I am wondering if the framework (calculate, locate, communicate, breathe & exhale) can be taught to students in a helpful and beneficial way. I wonder what this would look like, wonder how to introduce this and practice the framework, etc.
- I am impressed with Dr. Stevenson's expertise and knowledge base, but I still struggle with the idea of self-preservation and where that exists alongside his work.
- I am still finding it challenging to find primary sources for lower elementary students. Or, I may be struggling with how to connect present primary sources with lower elementary writing.
- It confusing for me to put my 'story' in to 2 minutes for people to understand my point. Yall know I talk a lot, lol.

- The whole concept of racial literacy and how charged the conversations are around race and how we need to not only think about what we are saying but also monitor how we are feeling.