WEBINAR TRANSCRIPT

Self Care for the Summer

JARAH
Good afternoon everyone, happy summertime. This is Jarah and Sara from Teaching Tolerance and we’ll be spending a little time with you this afternoon just to talk about some ways to take care of yourself this summer. For a lot of us, summer is here, well summer is here. For a lot of us, we’re out of school now and if we’re not out of school, a lot of people will have their summer break coming up. Summer is a perfect time to relax and recover from the year and then also enrich your knowledge and pedagogy and practice. We’re going to talk through some strategies for taking care of yourself and we hope that you can take away some great ideas and then also be prepared to share ideas with us and with your fellow participants in the group chat today about ways that we can learn and get inspired and also relax this summer.

We do have a giveaway today, which is exciting. If you’re on until the end of the webinar today, we’re going to give away 10 sets of the Teaching Tolerance One World postcards. It’s a little packet of postcards that are prints of some of our posters that we all love. We’ll give away 10 of those. All you have to do is stay on for the webinar and then complete the survey at the end of our time together, and we’ll draw 10 names from the list of everyone that completes the survey, and winners know tomorrow if you won. Then we’ll get those into the mail to you soon.

We will take a couple of minutes to introduce ourselves.

I’m Jarah and I’m a teaching and learning specialist here at Teaching Tolerance. I worked in the classroom for about 10 years and have taught theater workshops all over the United States and love summertime. Sara, you want to introduce yourself too?

SARA
I sure do. My name is Sara Wicht. I am the senior manager for teaching and learning here at Teaching Tolerance, and although I was always really excited that summer vacation was coming in my years in the classroom, I never seemed to actually not work during the summer. We have put together a combination of pampering and rejuvenating as well as some ways that you might plan for the fall during our time together.

JARAH
Yes, so Teaching Tolerance, we are a project of the Southern Poverty Law Center. We were started in 1991 and we provide teacher-facing classroom and professional development resources to support anti-bias,
multicultural and social justice education. Today as we’re going through the webinar, at the bottom you’ll see a little widget dock at the bottom of your screen. You can open and close those widgets and rearrange them on your desktop however you see fit. We do encourage you to keep the screen, like the—

SARA
Slides.

JARAH
Slides, thank you, the slides open because that’s where you’ll see the information that we are presenting today. The question and answer widget, if you have any technical questions, Margaret will be answering those technical questions via the question and answer widget and then use the group chat to participate in discussion with everyone. At the end there’ll be a survey, a quick survey and we really appreciate you taking some time to fill that out because that helps us plan for our future webinars.

We’d like to know a little bit about who’s joining us today.

[Slide change to first poll question]

If you could take a minute and answer this question, what best describes your role?

You may have to scroll down a little bit, so click one and then click “Submit.” Let’s see who we’ve got here.

[Slide change to results of first poll question]

A lot of classroom teachers, we’ve got Molly, is a school counselor. Some of you if you don’t see your role on the list you can go ahead and type in the group chat, that’s great.

SARA
The next couple of poll questions will ask about specific grade-level assignment so if you’re discipline- and discipline. If your option or your area of focus is not part of our list, please follow Molly and Christina’s lead and put them in our group chat window so that we have an idea of everyone who’s with us.

JARAH
Click on your discipline, please, and then we’ll see who’s here.

[Slide change to results of second poll question]

We’ve got some language arts teachers and social studies and others, lots of others. College counselor, Head Start early childhood, spiritual and community involvement counselor, life skills, great. Then finally, what grade level do you mostly teach?

[Slide change to last poll question]

If you’re a social worker or counselor, what age group do you work with mostly? Go ahead and click “Submit” for us.
We’ve got a nice even range; elementary, preschool, 3- and 4-year-old kids.

SARA
It really adds to the richness of the conversation and the ideas that get entered into the group chat I think, Jarah.

JARAH
I do too. Great, we’re really looking forward to hearing your ideas. Well, let’s get into our content for the day.

The first thing that we recommend for your summer is rejuvenation. Being present and focused in the classroom, especially when you’re trying to balance academic and social-emotional learning takes a lot of energy. Now is your chance to restore your energy so that in the fall you can return to the classroom refreshed and ready to connect with each of your students.

Here are seven ways, seven suggestions that we have for ways to rejuvenate this summer. We’ll get into each of these. The first one is to take time to heal, to pamper yourself, to try a new hobby, to get physical, to take a stay-cation or a vacation and to sleep in so maybe getting a little extra sleep this summer. Sara is going to talk us a little bit about taking time to heal.

Perhaps this might have been an especially challenging year and that there were maybe some situations that you need healing from, for example, incidences of bullying or violence on campus or the death of a student or colleague or expulsion or severe discipline problems or punishments for an individual student. There are a couple of specific Teaching Tolerance resources that may help you kind of rejuvenate after having gone through a particularly tough academic year.

The one, “Healing from Moral Injury,” is a feature story in a previous issue of Teaching Tolerance and you can find the PDF and a link to that story in your resources file, which is found on your widget dock.

That feature story, it includes a personal narrative from a teacher and also looks at ways and makes recommendations for ways that you might move forward after a challenging situation. Things like really showing self-compassion, maintaining connections with students and families, recommitting to students who you will be with next year, working toward responsive discipline or restorative justice instead of punitive discipline practices and then showing compassion to school leaders. Perhaps part of the challenge has been a result of the way in which administration responded or supported or their lack of
support in particular situations. Then also really just embracing vicarious resilience.

The toolkit that accompanies “Healing from Moral Injury” has a reflection activity that you can do and some of the questions to kind of think about in that reflection when it comes to really naming what is the injury, what is that thing that you are feeling wounded or kind of challenged by, including naming what it is. Then what are the expectations that are around that particular hurt or that particular challenge. When you're thinking about your own self-compassion, you're really helping to remember to frame imperfections in terms of shared human experience.

How were behaviors either consistent or inconsistent with particular values and specifically with your values and how do those line up compared to others in your community or school community. And then really asking that reflection to commit to a specific number of actions. For example, what are three things that you commit to doing that will continue to support students? What are three things that you can do to recommit to students? I would encourage you to check the toolkit that accompanies “Healing from Moral Injury.”

Another resource from Teaching Tolerance from an issue of Teaching Tolerance magazine is “I Thought About Quitting Today,” and I think that our audience has shared this feature story’s publication how much the personal narrative of the second-grade teacher, Miriam Santos-Amador, really resonates or resonates with a lot of practicing teachers, just in terms of kind of the frustration and the daily energy that's required from practitioners.

The kind of synopsis of the “I Thought About Quitting Today” is that this Miriam Santos-Amador, a second-grade teacher, and she is slapped in the face by a second-grade student in front of the rest of her second-grade class. That really talks about what that experience is like for her and the real challenge of how do you respond, how do you appropriately discipline that student while maintaining the culture within the classroom for the students who observed, not coming out as the disciplinarian exclusively but definitely drawing the line that that was inappropriate.

Also it includes some statistics related to the percentage of educators who report being physically threatened or attacked and really helping us to think about ways to be implementing restorative justice as well as responses to trauma and mindfulness within our profession to continue to establish cultures within schools where we’re preventing this type of behavior in any way that we can, but then also supporting each other in those instances that it occurs. There's a toolkit also for “I Thought About Quitting Today” and that toolkit references a website actually that helps you evaluate your own professional quality of life and there are links through the online version of the feature story so that you can find it. I’m seeing in the group chat that the links aren’t showing up. I believe they are there—

**JARAH**
They should be there.

**SARA**
Try refreshing your browser and they might reload, and we will definitely double-check on our end after the webinar—

**JARAH**
Definitely.
SARA
To just make sure they are live.

JARAH
Great, thank you Sara. The second recommendation that we have is to take some time this summer to pamper yourself.

There are inexpensive ways to do this. Here are some ideas from blogger Christine Williams and also “The Art of Living Simply” blog. I love these suggestions because they’re simple and they’re fun ways to not spend a lot of money but also pamper yourself.

Number one, you can call a friend you haven’t spoken to in a while and catch up with someone. Two, just stop and have a cup of coffee or tea. Take a few minutes just to do that and maybe read or just have some quiet time to do that. Number three, spend some time, take a warm bath. Simple suggestions but a lot of times during the school year we don’t take time to do that. Buy a treat just for you at the grocery store. When you’re at the grocery store, pick up something just for you. Number five, take a nap. We’ll talk a little bit about sleep and the benefits of sleep in a little bit, but just take some time to get some rest.

Number six, buy yourself a good-smelling candle and light it whenever you need to relax. There are a lot of benefits to aromatherapy, so you can do that. Seven, find a deal on Groupon or LivingSocial or some of those discount apps that you can find online for a massage or a pedicure or a manicure, but a lot of times those sites have really good deals that you can find and just take some time to pamper yourself this summer.

SARA
Good, let’s talk about the next one.

Exercise, get physical. Another really effective way to relieve stress, and whether you’re hiking through a state park, running a marathon, walking with a friend or just dancing in your living room, exercise can relieve pressure and stress. The Anxiety and Depression Association of America says, “Scientists have found that regular participation in aerobic exercise has been shown to decrease overall levels of tension, elevate and stabilize mood, improve sleep and improve self-esteem. Even five minutes of aerobic exercise can stimulate anti-anxiety effects.” So get physical.

JARAH
Yes. Good. Get out and get some sunshine and some exercise. Another way to relax is to try a new hobby.

According to Shape magazine, “a recent study published in the Annals of Behavioral Medicine followed over 100 adults as they went about their daily activities. Participants wore heart monitors and also completed surveys periodically to report their activities and how they were feeling. After three days,
the researchers found that people who engaged in leisure activities were 34 percent less stressed and 18 percent less sad during those activities.” Not only did they report feeling happier but their heart rates were lower and the calming effect lasted for hours.

Knitting or gardening, playing cards, painting, sculpting, maybe you want to audition for a play this summer, cooking, those are all examples. One recommendation we had was to try a do-it-yourself project; to take some time, explore Pinterest or other internet sites and just find a do-it-yourself project, something that you maybe have wanted to try and take some time to do that.

[Slide change to “Take a Vacation”]

SARA
When you’re done with your new hobby or taking a break from it, a vacation or a stay-cation is a great way to relax. If a vacation is not affordable plan to stay in town and you could try fun things with friends and family, or neighbors in your community but maybe more specifically things that you don’t normally do and then it might feel more like something new, like a stay-cation. Perhaps you haven’t had time to go to a local museum or a local tourist attraction or park. A lot of times we know cities that we don’t live in better than we know our own city because we’ve gone to the other places and explored it instead of living in the place we live and just doing our daily routines.

The local chambers of commerce websites as well as independent publications are often really good sources for listing free activities in your local area. Plan a day that, instead of taking care of the chores around home or continuing to plan for next fall, you enjoy one of the local attractions.

[Slide change to “Sleep In”]

JARAH
Our last suggestion is to sleep in or to take a nap, to get some extra sleep. “The American Psychological Association suggests that sleep is a necessary human function. It allows our brains to recharge and our bodies to rest. When we don’t sleep long or well enough our bodies don’t get the full benefits of sleep, such as muscle repair and memory consolidation. Sleep is so crucial that even slight sleep deprivation or poor sleep can affect memory, judgment and mood. In addition to feelings of listlessness, chronic sleep deprivation can contribute to health problems from obesity to high blood pressure, to safety risks while driving.

Research has shown that most Americans would be happier, healthier and safer if they were to sleep an extra 60 to 90 minutes per night. The summer is the perfect time to get a little extra rest each night or each day.” Some of you may want to make it a goal to sleep an extra 60 minutes a night to really help rejuvenate this summer.

[Slide change to “Group Chat”]

We’d like to ask you what ideas do you have or what other things do you do in the summer to relax or to rejuvenate or maybe some of these suggestions sparked some things that you already do but we’d love to hear some of your ideas.

“Read, vacation, going to the beach, and running, sit in the sun.”
SARA
“Yoga and meditation.” I agree.

JARAH
I love that someone delineated ... “read fiction.” Like, take some time to read ...

SARA
Fiction that you're reading for your choice instead of in preparation. “Gardening, trying new recipes.”

JARAH
“Spending time with family.”

SARA
“Catching up on a favorite TV series.”

JARAH
“Take advantage of summertime-only local events.”

SARA
“Not think about school.” Yeah, give yourself the mental break, yes. Along that same vein, do you continue to do these things during the school year? Lots of ideas jumped in, in terms of what you do to relax and rejuvenate over the summer holiday. Do you continue to do these during the school year?

JARAH
We've got a frowny face no.

SARA
A frown no. “Sporadically.”

JARAH
“Yes, but I find they’re not as [en]joyable because I feel guilty that I’m not working.” I relate to that.

SARA
Yeah, this balance that we’re constantly trying to strike and the responsibilities that we feel we have to our students and our colleagues, our profession.

JARAH
I think it is good to consider these things and how to build habits this summer that you can take with you into the fall. Whether that is having a cup of tea in the morning by yourself or picking up a new hobby, that to not just take care of yourself this summer, but to establish patterns in your life that provide time for you. I think that will make all of us better educators and just in a better state of mind to go in and meet our students where they’re at.

SARA
Like this idea that Molly said too. She shared that this last year she started a mindfulness group with staff and then met once a week for a few weeks to create that good habit as well as kind of a buddy who keeps you accountable for the self-care.
That’s great.

[Slide change to “Celebrate”]

We’re going to look at the next recommendation for how to take care of ourselves this summer and this one is celebrate. I want you to really spend some time thinking about the successes of this past school year. We led with rejuvenate and gave the implications that you’re exhausted. Well, you might be very tired but you also have lots of reasons to celebrate all of the good things that happened, all of the successes. We want to encourage that you take some time over the holiday to brag on yourself. Tell someone close to you about your successes or maybe write a letter and list everything you did well and then share that letter with a family member or a friend or you could post that success on your social media channels or you could post it in your classroom.

We encourage you to consider adding that list or that letter-writing activity to your back-to-school activities that you plan for next fall. The whole school, perhaps it’s what you and your colleagues do when you first return and you think back to the spring and all the successes of the year prior. Then when students arrive, you could ask students to do the same thing. As they are beginning the new school year, think back and list three to five things they were very successful in accomplishing the year before and then celebrate them, publish them on bulletin boards and communal spaces within your school.

I love this. I know at the end of the semester, for me I’d always look back and like, “Oh man, I wish I would’ve done this better or this better,” and just taking the time to actually look and say, “Wow, this went really well.” I don’t think that’s something we do enough and so I think this exercise is so wonderful.

[Slide change to “Group Chat”]

We want to give you an opportunity to do just that and kind of place it in a public forum. In that group chat window, list an accomplishment big or small from this year and one that you are maybe most proud of, particularly proud of, and let’s share those.

Elizabeth did “a grief and loss presentation. It went really, really well.” “Making it through co-teaching Algebra 1.”

“Proud of my students being academically successful.”

Mindfulness practices.
SARA
Mentoring one slipped through, but my chat window is starting to go faster than I can keep up with. Perhaps mentored a new colleague.

JARAH
“Being a listening ear for colleagues who struggled with difficult students.” “Hosting a student-teacher. Incorporating mindfulness activities, interesting classroom lessons.”

SARA
Along the same lines—and continue to populate with your proudest moment from this last school year—and kind of a little bit of a shift, your most teachable moments. Think about what moments during this last school year and enter that into the group chat.

JARAH
Going to read that, through your successes. Looks like some of you had some transitions this year that went pretty well. Some of the most teachable moments, “Supporting an intern through the death of a student.” “Reflecting on my own habits as I taught Seven Habits to students.”

SARA
That’s okay. Edie sounds like is referring to really speaking from the I and sharing her story with students to help increase their connections to To Kill a Mockingbird.

JARAH
Along the same lines, Angela talking about “being real with students.”

SARA
Should we move?

JARAH
Yeah, sure.

SARA
Keep adding into the group chat. I realize this answer is a little bit longer so you might still be typing or thinking, and the group chat continues to populate, so go ahead and add it to the group window and we’re just going to continue moving along.

[Slide change to “Evaluate”]

JARAH
You can come back into the webinar anytime and scroll through these comments. They’ll be in there, so feel free even ... if you’re like us, they’re going by quickly so come back through and read them.

Our third recommendation for this summer is to evaluate. We’ve talked about rejuvenating and celebrating. You could also take time to evaluate your classroom practice. According to Gandhi, if you can change your mind, you can change the world. How much then can your thoughts empower your students and create a safe and affirming environment?
We wanted to talk to you real quickly about some of the resources that Teaching Tolerance has to offer that can help you evaluate your current practices.

[Slide change to “Critical Practices”]

**SARA**

Our *Critical Practices for Anti-bias Education* guide is a tool that you might spend some time with over your summer holiday to really evaluate and consider what your culturally responsive pedagogy is, how you’re meeting your culturally responsive teaching practice and using culturally responsive pedagogy. This guide is broken into four sections: an instruction, a classroom culture, a family and community engagement and a teacher leadership section. This guide really offers practical strategies for creating a space where both academic and social-emotional goals are accomplished side by side.

It also provides valuable advice for implementing culturally responsive pedagogy and it describes how you can bring anti-bias values to life by really building and drawing on intergroup awareness and understanding, by creating classroom environments that reflect diversity, equity and justice, by engaging families and communities in ways that are meaningful and culturally competent, by encouraging students to speak out against bias and injustice through including anti-bias curricula as part of a larger individual school or community action and by supporting students’ identities and making it safe for them to be fully themselves.

Each one of the five what we call often “The Bucket” of culturally...of the Critical Practices guide is broken into five instructional strategies and then you also have, or actually five practices, and then you have specific instructional strategies that help you meet that practice. This guide, if you go through it, we have additional webinars and materials on tolerance.org to help unpack it but I believe that as you thumb through, you will recognize strategies and you can kind of do an inventory of what you’re already doing, so celebrate some, and then identify some new ones that you had forgotten about or haven’t heard of before and add them to the plans and your thinking for the fall.

[Slide change to “Group Chat”]

This is a little bit of a harder question, “How did your everyday professional practice reflect a commitment to anti-bias education last year?” Harder because it’s just a lengthy wording. I saw a lot of this in the chat window already, lots of people talking about supporting colleagues and supporting students, speaking from the “I” perspective, helping students to have personal connection to content. Think about your everyday professional practice and how you are able to reflect a commitment to anti-bias education and enter that into the chat room window.

**JARAH**

The *Critical Practices* guide is in the resource folder as well so you can access that. Elizabeth P. says, “Steer clear of judgment of the students.”

**SARA**

Mmmm..., “Student choice, building relationships.” Thank you, Liz.
Brenda, this is what we’re going to talk about next. Perfect.

Brenda says, “Books that we use to help students with their reading but making sure that books involve different cultures, different social perspectives,” I think, etc. So, diverse books.

“Really listening to what students have to say, being supportive, listening to students, making a conscious effort to understand their experiences.” Great.

“No focusing on behavior as a reflection of who a student is but thinking around the behavior.”

Those are great answers, thank you.

I’m going to talk about Reading Diversity, which is a tool that we have, that helps teachers choose diverse texts. In the resource folder you’ll find a link to the landing page on our website here, and this is a great way again to evaluate the text that you’re presenting in your classroom. There are two versions of this online. One is the longer version, we call that the Extended Edition and it walks you through four different—

Considerations?

Yes, four different considerations.

Sorry, Jarah, that’s the second time I’ve filled in the blank.

I appreciate it. Four different considerations for us to look at as we look through texts. The second version is, we call it The Teachers Edition. It is 14 yes or no questions and it really asks you to consider things like, what are the gaps and silences in the text? Is this leaving out any voices that should be considered? Is this an accurate portrayal of the real-life experiences of the characters? What about the diversity of the characters and the diversity of the authors? There’s also on the website [a] webinar about Reading Diversity if you’re interested in listening to that. It’s a great way to evaluate the text that you’re using in the classroom.

Along those lines, something to consider and we’d love to hear from you what diverse texts did you adopt last year. As you’re thinking about it, are there diverse texts that you’d like to adopt next year? Just to provide those, a range of voices for our students to read.
JARAH
I think we had a lot more answers roll in. “Marcelo in the Real World.” I’ve not read that one.

SARA
I’m not familiar with that one either. Thank you, Brenda.

JARAH
Yeah, thanks, Brenda. There is some great suggestions from Liz M.

SARA
Lots of titles in that one. Thank you, Liz. She talks about four different titles. Again just a reminder, there’s no limit on the amount of time you spend on the webinar, either this evening or when you come back, so you could scroll through suggestions that are made within this group chat and they are not lost. They will remain there. As well, you can continue to add to them even after when it’s available on demand and no longer live. It continues to be a resource. “The Snitches, Who Was Gandhi? What Does Peace Look Like? I am Malala.”

JARAH
Great.

SARA
Again, feel free to continue to populate as you’re thinking back through. I realize we’re not providing a whole lot of think time. We’re asking questions and then it’s starting to roll and we’re responding to them so if something comes to mind, please add it to the group chat. Again, it will be there for us.

[Slide change to “Learn”]

SARA
We’re going to look at our next recommendation for the self-care for summer and that is learn. This learning will be for you, though, instead of preparing and facilitating the learning of your students. The summer is a great time to gain a deeper perspective on issues that challenge you as an educator or issues that challenge your students as learners.

[Slide change to screenshot of tolerance.org]

And it’s a great time to stretch yourself as a practitioner. We encourage you to consider drawing ideas from several of the Teaching Tolerance resources, and we have slipped out of the live and onto tolerance.org, and Jarah is demonstrating for you our blog.

The homepage of tolerance.org is our blog that includes almost a daily post that speaks to issues of social justice and anti-bias education. There are often blogs that have a practical application for the classroom and other times they are discussing issues relevant to teaching and learning. These are written also by teachers from around the country, educators from around the country. You could start with that. We also have “What We’re Reading This Week,” so you notice there are a couple visible from last week and the week before. We work to compile top kind of headlines or news stories or happenings in the news around education and put them in one place for you. Every Friday we post a “What We’re Reading This Week.”

You could also go to our webinar page on tolerance.org, where there are over 15 webinars that are
available to you on demand, that you can enjoy, listen to, look through the resource files, read through the group chat windows in each of those, just like the one we’re on right now. The group chat has lots of engagement and participation from attendees, and we have compiled resources relative to each of the topics within the related resources folder. You can also go to our magazine; take them to the magazine.

[Screenshot of online version of magazine]

JARAH
Sure, yeah.

SARA
Let’s look at the most recent issue and let’s look at “Staff Picks: What We’re Reading.” Each issue of Teaching Tolerance includes a “Staff Picks” section. There is I am Malala, which I think somebody mentioned in our group chat. That lists various—gosh, all kinds of literature and professional development. Texts for K through 12 as well as professional development resources that we have, the staff at Teaching Tolerance has selected and recommend for educators. You could look there for some options.

JARAH
You could also sign up for our weekly newsletter if you’d like. That’s over here on the side and in our newsletter, we send out updates, and it’s a great resource for you to learn a variety of things for the summer.

[Slide change to “Group Chat”]

SARA
Another opportunity for you to share the resources that you have and can provide and as [a] community of attendees to get additional information from each other, what have you been wanting to read? I know you spend a lot of time all year reading for class and preparing for class and reading student work and often not having time to read something just for pleasure. Kumi had an answer almost immediately. “Race, Empire and English Language Teaching,” Sounds extremely interesting.

JARAH
Yes.

SARA
If you want to enter into that group chat, I plan to go back through for this group chat.

JARAH
I know, me too.

SARA
I want to know what the other educators are wanting to read. Liz has a book that’s been on her nightstand since December, I can relate. Americana I believe is on my nightstand and still only the first few pages have been....
JARAH
Great, well keep sending those ideas, and I think we’ll have a really great list of summer reading we could all choose from after this webinar is over. All right, our next recommendation is serve.

[Slide change to “Serve”]

Kind gestures can reaffirm and expand our sense of community. Choose something nice to do for someone else without expecting anything in return. You can write a note or bring a treat to your neighbors, bake something for someone, start a pay-it-forward campaign. Whatever brings you joy. Pay for a stranger’s coffee at Starbucks or just something nice for people.

If you do happen to win our postcards, send those five postcards out to people you maybe haven’t spoken to in a while. The Corporation for National and Community Service has established that “there’s a strong relationship between volunteering and health. Those who volunteer have lower mortality rates and greater functional ability and lower rates of depression later in life than those who do not volunteer. Comparisons of the health benefits of volunteering for different age groups have also shown that older volunteers are most likely to receive the greater benefit from volunteering. Whether because they’re more likely to face higher incidence of illness or because volunteering provides them with physical and social activity and a sense of purpose, at a time when their social roles are changing.”

Some of these findings also indicate that volunteers who devote a considerable amount of time to volunteer activities are most likely to exhibit positive health outcomes. The more you volunteer, the better chance you have of receiving the health benefits of volunteering. Volunteering can be great for students as well—especially if you provide some structure and some service learning around that.

[Slide change to “Group Chat”]

As we talk about service or doing kind things for other people, what pops into your mind about things you might find some time to give back this summer? There are lots of organizations in the community you can volunteer with.

SARA
Do you know what I think about, Jarah? I think about even on a smaller scale. Would this work, if my neighbor is outside weeding her garden and I just walk over and help her weed her garden?

JARAH
Yes, definitely. It’s that personal connection and putting someone else before yourself, there’s so many rewards in it.

I think we’ve got a lot of book ideas still coming through. “Work at the local soup kitchen, volunteer at your church, send “Thinking of You” cards.” Liz says she’s definitely…this during the school year. In the summer she sends letters but during the school year she’s a ghost. It’s a good thing to consider.

SARA
Recognizing that about herself I think is powerful to know that you need this time to rejuvenate.
JARAH
Molly’s recommendation is a lot like yours: helping her sister out with her kids. That’s great.

SARA
Florence talks about cleaning out closets and donating what you’re not using, unused items. If we think about, that were not as energized to do this during our school year, let’s get creative and think about how we might make these kinds of gestures a part of our classrooms in the fall. Recognizing that it gets busier when school is in session but also recognizing that it’s very important. What can we do to make it part of our classroom?

Liz says, “If someone has the answer to this question, I will love them forever.” That is a million-dollar question right there so we will continue to move and if it comes to your head, please share, don’t keep us all in the dark.

[Slide change to “Inspire”]

There’s a few coming in there. Good, yeah, “Setting up opportunities for kids.” Think about how many ways service or volunteering can actually meet some academic requirement. It doesn’t have to be an add-on, it doesn’t have to be in addition to. You could weave the theme of whatever you might be studying into that particular volunteer opportunity. You could think about a math concept that students are trying to understand and you could include that in kind of that service, as well. As many ways that you’re doing both academic and the volunteering and the gestures of, the humanitarian gestures, the more likely it is that we’ll be able to include them in our academic year.

JARAH
I think what you said before about thinking on a small scale too, is like, write an encouraging note to someone in class or to another teacher or we can step outside for 10 minutes and go clean up the football field. There are things around campus that could be really simple, 10-minute things that could incorporate that service. Again, looking outside ourselves like encouraging the spirit of volunteerism, that can be really simple.

SARA
Building a sense of community.

JARAH
Mm-hmm (affirmative).

SARA
To do that, we have to feel inspired.

JARAH
We do.

SARA
Summer is a great time to be inspired. We have shared some video links in the resource file. Jarah just did that this afternoon, so we know for sure they’re there. If for some reason, they’ve disappeared, we’ll make
Sure to get them back in there as soon as we sign off from our live event, but really look at videos, articles or quotes that are inspirational. One possible place to do that is Teaching Tolerance’s YouTube channel. Should we go out there?

**JARAH**
Sure.

*Slide change to various screenshots*

**SARA**
You’ll notice on the Teaching Tolerance YouTube channel that we have—oh gosh, we have 15 different Teaching Tolerance award winners from the years that we’ve been giving a Teaching and Excellence Award, and those videos sure are inspirational. We also have the Youth United. You want to talk about those a little bit, Jarah?

**JARAH**
Sure. Let’s see if I can find them. Oh, here. The Youth United videos are stories about schools that are promoting, like, youth-center activism and those are great. I mean, just to see students get excited about these campaigns that they’re starting. They’re on our page, if you look under “Videos.” We also have a couple—here they are. We also have these classroom activities if you want to get inspired for some back-to-school activities that you can do, these are great, these align with our Anti-bias Framework. Here are these United videos that you could watch.

**SARA**
Lots of options and things to choose from in there.

**JARAH**
Yes, and some of the ones that are definitely in the resource folder are Donovan Livingston Harvard’s speech, which is super inspirational. I’ll click over there real quick you if you’ve had—

**SARA**
That’s from a week ago?

**JARAH**
If you get a chance to watch this, it will inspire you. This TEDtalk from Rita Pearson, “Every Kid Needs a Champion.” I’ve listened to this one this morning and it can help remind us why we do what we do and how to really consider our students, and she’s really funny too. Take a look at that and then you can also look at our One World posters. We have a lot of One World posters and they each have very inspiring quotes on them.

**SARA**
“One World” is a section of the *Teaching Tolerance* magazine where original artwork accompanies an inspirational quote like this one from Kid President “You don’t have to have it all figured out. You [do] need to know this: You are awesome, and... you always got to treat people awesome.” That’s right, from Kid President.
JARAH
And this one: “Let us remember one book, one pen and one teacher can change the world.” That’s Malala.

SARA
“The next one, okay. In every community, there’s work to be done. In every nation, there are wounds to heal. In every heart, there is the power to do it.” Beautiful.

JARAH
Finally, and the postcards we’re giving away are, it’s a set of postcards that reflect these quotes. “To accomplish great things, we must not only act but also dream, not only plan but also believe.”

SARA
Which is so inspirational and so much how educators operate.

[Slide change to “Group Chat”]

JARAH
I think we’re running short on time. If you want to please post some things in there—inspirational movies that you want to share or quotes or videos—please go ahead and post that into the group chat. We’d love that.

[Slide change to “Plan”]

We have one more recommendation for you, [which] is to spend some time planning this summer. I’m going to go back to the screen share real quick and we’ll just show you a couple things that we have on our website that can help you plan for the summer.

[Slide change to screenshots]

Let’s see here, Perspective for a Diverse America, which if you go to tolerance.org or you can go to perspectives.tolerance.org but if you click here ...

SARA
That’s the webinar.

JARAH
Right, here we go. Right here?

SARA
Yeah.

JARAH
This will take you to Perspectives, which is our curriculum that is based around our Anti-bias Framework. If you’re interested in building learning plans that are diverse and aligning with our Anti-bias Framework, this is a great tool.
SARA
This literacy-based curriculum also aligns to the Common Core ELA Standards and at the footer, you’ll see that there’s a link to professional development modules. There are a lot of resources there to help you understand more about Perspectives, including this little “How to Use Perspectives” explainer video that walks you through what the site is.

JARAH
There’s a link to this specific site in the resource folder as well.

SARA
Excellent.

JARAH
...a great way to do some planning for the school year is to use Perspectives, Reading Diversity, we talked about that one before. There’s also a link to that. As you plan what text you’re going to read again, check out Reading Diversity. You can order a film kit. These are our free movies, if you want to incorporate those into your plans for the school year. Here they all are. And then also we wanted to talk quickly about our toolkit. We just posted a blog about toolkits so for every feature story in our magazine, it comes with an activity that you can apply either to yourself or apply in your classroom.

This toolkit blog is a great resource for you to look through and just see what you want to use. You can also click on classroom resources; we have hundreds of lessons and activities.

SARA
These you can sort by grade level and topic as well as anti-bias domain and subject.

JARAH
For those of you workaholics that just can’t stay still and need to plan for the summer, I understand, I’m that way too. Check out these resources and I think you’ll find a lot. You can also take this time to plan a Mix It Up Day— I think Doctor [in the Group Chat] mentioned that before, about one of the things he was proudest of was setting up Mix It Up at Lunch date. That’s something that you can also do this summer, is plan to Mix It Up.

[Slide change to “Mix It Up”]

SARA
There is a tab on tolerance.org where you can find the activities that Doctor, or the participant who mentioned Mix, you can find some of those activities.

[Slide change to “Commit” and then list of the recommendations]

JARAH
The last thing we have is just to make a commitment to yourself to choose one of these recommendations that we talked about today: rejuvenate, celebrate, evaluate, learn, serve, inspire, plan, commit—what we’re doing now.

[Slide change to “Group Chat”]
But if you want to add in real quickly which one of these you are committed to doing, whether that’s sleeping an extra 30 minutes or writing a nice note to someone else. I encourage you to choose one or two of these and just say, “Hey, I’m going to do this this summer just to help take care of myself.”

[Slide change to “Teaching Tolerance”]

SARA
With that, I think we’ll ... last screen reminding how to get to the website as well as Perspectives for a Diverse America, which is our K–12 literacy-based curriculum. You’re going to be prompted to take a real short, like four- or five-question survey after we sign off and it’s beneficial and helpful for us in making programmatic decisions. We appreciate you taking the time to do that, and it enters you into our—

JARAH
That’s right, the giveaway. We’ll e-mail you tomorrow if you won that. If you won our One World postcard set. Thank you so much for all your comments and ideas, and I really hope that we can all make some commitments and really enjoy a summer of self- care. Thank you.

SARA
Thank you, bye.