

## VIDEO HANDOUT: DIVERSITY, EQUITY, AND INCLUSION IN DISCUSSION

Equitable science discussions can contribute to social justice. Giving students practice with the language of science can help those with fewer out-of-school academic language opportunities to avoid a critical struggle with science in later grades. To be an effective facilitator of discussions, it's important that you pay attention to the needs of diverse students and keep discussions inclusive for everyone. African Americans, Latinx, and Native Americans are underrepresented in science careers in general, and especially in environmental science. Given these challenges, we educators need to do everything we can to give all students engaging experiences with science. Below is a list of strategies you can use to help make sure you are meeting all students' needs and supporting everyone in participating in high-quality discussions.

Diversity, Equity, and Inclusion in Discussion video: <https://www.youtube.com/watch?v=Szo0zn8Xn8k>.

- Set a tone of respectful talk and acceptance to encourage authenticity and willingness for everyone to participate.
- Show students you value their cultural assets, prior knowledge, perspectives, experiences, and home language.
- Try not to make assumptions about what particular groups of students bring to a learning experience or about how they might prefer to participate.
- Keep discussions relevant to your students by discussing things that are interesting to them, such as experiences the group has had together, like explorations in nature.
- Ask questions that encourage students to bring in experiences and examples from their own lives.
- Educate yourself about cultural appropriation, particularly about how to respect the stories and ceremonies of First Nations people.
- Avoid making assumptions about gender. Try to use gender-neutral language.
- Help make scientific habits of mind accessible to everyone — emphasize how science is different from, not better than, other ways of knowing.
- Marginalized groups may need targeted support, such as explicit modeling, holding high expectations, making sure there's gender balance in activities, and encouraging all students to participate.
- Be authentically curious about each of your students, and give them opportunities to express themselves.
- Manage group participation so no one is dominating. Encourage students to pay attention to discussion dynamics, as well.
- Gently encourage participation from students who may be reluctant to speak, and give lots of opportunities to talk in pairs. Don't always require participation from everyone, but instead, think of kind ways to encourage it.
- Let students know about your intention to include diverse voices, and explain how you strive to ensure equity and inclusion for students from different cultures and backgrounds.
- Think about how you can best provide all your students with access to engaging experiences with science and the natural world.

### Video discussion prompts (discuss any that you find interesting):

- Was there anything in the video that surprised you or that was particularly striking?
- Do you have questions about using strategies shown in the video? What challenges might you face using these with students, and how might you deal with them?
- What are some inclusive practices you already use? What are some you could work on?
- What patterns have you noticed about those students in your groups who tend to dominate discussion, and also about students who tend to participate less? What could you do to encourage more-equitable discussion?
- What populations in your groups do you think are more marginalized, and how might you make your instruction more inclusive of them?

## REFLECTIVE TEACHING DIAGRAM

Research has found that thinking about teaching as a cycle that involves planning for instruction, teaching lessons, collecting evidence, reflecting, and making adjustments with the goal of improving learning, can all help instructors make the subtle shifts to continually improve their practice over time. You can use this diagram to help visualize the steps in a reflective teaching cycle and then think about how to engage in this type of iterative process.

