

DISSERTATION

TEACHING SOCIAL JUSTICE:
DEVELOPMENTAL CONSIDERATIONS

Submitted by

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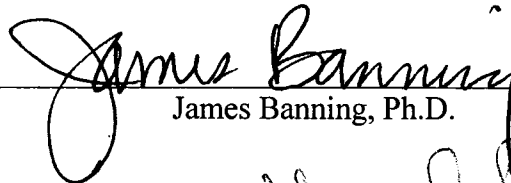
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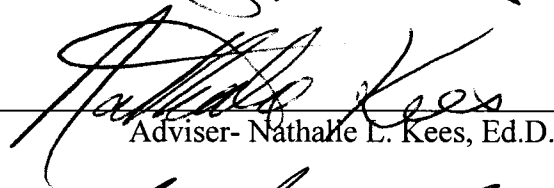
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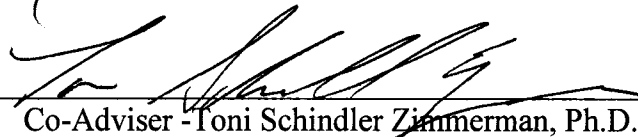
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ABSTRACT OF DISSERTATION

TEACHING SOCIAL JUSTICE: DEVELOPMENTAL CONSIDERATIONS

In a society that is growing more diverse each year, integrating diversity into the classroom is becoming more imperative. Educators at all levels who want to integrate content that addresses social justice issues related to gender, race, or class must compete with other curricular challenges. Being informed of developmental opportunities and challenges with young people of different ages can allow teachers to be more efficient and effective in teaching about diversity.

An ethnographic content analysis was conducted with educators who elected to learn how to integrate a social justice curriculum entitled “FAIR: Fairness for all individualized through Respect” into their classrooms. One hundred educators participated in one-day conferences on integrating social justice into their classrooms and the FAIR curriculum. Educators completed survey and questionnaire evaluation data. An inductive analysis of these data was conducted to identify developmentally relevant themes for both students and teachers.

Findings indicate that students in fourth, fifth, and sixth grades (ages seven through eleven) are ideally poised to learn about social justice issues, in addition the academic structure of elementary schools are better able to accommodate the integration of social justice content than at the junior high or high school levels. In addition, the development of social justice educators appears to be strongly influence by exposure to diversity, opportunities for self-reflection, and support from other social justice educators. Results from this study are consistent

with the literature calling for greater multicultural training to prepare all educators to address diversity and social justice in their educational settings.

Overall, educators felt that the FAIR curriculum was beneficial and effective for helping students learn about social justice issues, and that certain activities were more ideally suited for students at different developmental stages. Program evaluation information of the FAIR curriculum also yielded constructive guidance on continued development of the FAIR activities and supplemental information to provide to educators via the FAIR website (<http://www.fair.cahs.colostate.edu/>) that could be useful in adapting the curriculum for students at different developmental stages.

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TEACHING SOCIAL JUSTICE: DEVELOPMENTAL CONSIDERATIONS

Anti-bias programs may have the desired effect only if the message is geared towards the child's developmental level.

- Aboud, 2002

CHAPTER 1: INTRODUCTION

Many of the most serious social problems of our time result from powerful societal forces that prescribe particular expectations for women and men from all racial and socio-economic backgrounds. These are limiting and harmful stereotypes that manifest in serious racial, sexist, and classist ideologies. These ideologies are often begun during the early years and are solidified later in childhood. The integration of social justice awareness into the education system in developmentally responsive ways is an integral step to resolving beliefs and practices that perpetuate these destructive and prejudicial belief systems. Teachers are experts on the developmental abilities of the children that they work with and can serve as conduits of this multicultural and social justice awareness. As educators, it is important to better understand how teachers understand and developmentally integrate concepts into their teaching. This understanding includes a deeper recognition of the factors that affect teachers' motivations and competencies as they integrate social justice and multicultural issues in their classrooms across cognitive developmental stages.

Context of the Study

There is a growing need for education that offers young people the skills necessary to live in a society that is becoming demographically more diverse each year. Within the next several

generations, the diversity of the United States population will dramatically shift the minority and majority status of many racial groups. Census bureau data indicates that by 2050 people of color will reflect 50% of the population (Banks, 2006). The evolving demographic landscape will necessitate that the next generation of citizens, employees, community leaders, and decision makers are able to equitably consider the needs of many different kinds of people as they shape the trajectory of our country's future towards a more inclusive and authentic notion of equality for all (Banks, 2004).

As the general population continues to diversify, there is also a demographic imperative that highlights how the field of education is not responding to this growth. There is incongruence between the demographic distribution of teachers, teacher candidates, teacher educators, and the student population which influences how multicultural education is prioritized and implemented (Cochran-Smith, 2004). Multicultural content must be integrated into the curriculum for pre-service teachers and opportunities must be made for continuing education as well (Banks, Cookson, Gay, Hawley, Irvine, Nieto, Schofield, & Stephan, 2001). The nature of this demographic shift will influence both priorities and potential to truly reform the education system to create equal opportunities for all students to learn and be successful. In order to provide young people with the skills to function in this multicultural society, it is essential that schools provide an education that supports an inclusive and socially just ideology. As socializing institutions, schools have the potential to contribute to the maintenance of a society based on freedom and democracy (Banks et al. 2001). This demographic shift also requires that we re-evaluate the efficacy of multicultural education and identify strategies, approaches, and developmental opportunities to optimize this education. Incorporating a developmental

understanding into multicultural education will allow educators to capitalize on the cognitive development of their students and to address social justice and diversity in ways that are most meaningful for them.

In addition to the developmental opportunities when teaching social justice content to young people, there is also a developmental process involved in becoming multicultural educators. This study will begin to explore these issues (developmental issues with both students and teachers) and hopefully other researchers will expand on these findings and identify developmentally responsive practices for multicultural education.

Conceptualizing Multicultural Education

Multicultural education is a term that has been conceptualized in many ways by both the scholarly and popular press. It can mean many different things to educators, parents, students, and politicians. Often these meanings are highly charged with political undertones and moral ideology. Banks, often regarded as the founder of multicultural education, states that it is “at least three things: an idea or concept, an educational reform movement, and a process” (2001, p. 3). The term “multicultural” can be confusing by suggesting that culture (race, ethnicity, etc.) is the sole focus of a multicultural classroom. However, this is not necessarily the case. Sleeter and Grant expand the definition by applying it to “educational practices directed toward race, culture, language, social class, gender, sexuality, and disability.... we see racism, classism, and sexism as equally important” (2003, p. 31). These definitions will serve as the conceptual frame from which I will explore the theoretical underpinnings of multicultural education. In other words, I view multicultural and social justice education as the *process* by which all aspects of differences (race, gender, socioeconomic class, sexual and gender orientation, religion, and language) are

integrated into the classroom towards the *goal* of reforming the educational environment towards a climate of justice and equity for all students. Moreover, I believe that this integration demands a developmentally responsive and aware approach that takes into account cognitive capabilities of the target audience.

The creation of a socially just climate will facilitate opportunities for all students to have equitable access to a quality education in a safe and inclusive setting. Within the classroom children of all genders and races at all socioeconomic levels will have opportunities for educational enrichment, leadership roles, high expectations, and the chance to achieve their full potential. Children in a just class classroom will learn about people who are historically left out of the curriculum, people who look like them (gender and race) and those who share similar ethnic or religious backgrounds. This academic content must reflect contributions of marginalized populations in terms of history, creativity, leadership, culture, and other vital aspects of society (Banks, 2006; Banks et al, 2001; Bell, 1997; Bennett, 1999). For example, history of the women's and the civil rights movements will be included in classes that look at American history.

FAIR Curriculum Project: Fairness for All Individuals through Respect

In recognition of the growing diversity in the United States and the inequities that exist for many individuals and groups, the FAIR Curriculum Project was initiated in 2001 by Colorado State University professor Toni Zimmerman and graduate student Jennifer Aberle in the Department of Human Development and Family Studies. FAIR is an acronym for Fairness for All Individuals through Respect and is a five activity curriculum designed to help young people understand gender, racial, and socio-economic injustices. After reviewing a great deal of

existing diversity programs, Zimmerman and Aberle became aware that there were not programs available that provided young people with a way to resist stereotyping and recognize the social injustices that exist within the United States society. The FAIR curriculum provides a unique format not offered by other programs going beyond celebrating diversity to experientially exploring social injustice. In addition, FAIR was designed to fit with current educational challenges- as it is engaging, economical, relevant, and time efficient.

The FAIR curriculum is designed to help children recognize unfairness in United States society related to race, gender, and class and to feel empowered to promote fairness in their everyday lives through respect for themselves and others. FAIR is experientially based and offers participants a chance to explore their thoughts and feelings about how people are alike and different and how people are can be not accepted or devalued because of these differences. The activity includes five activities that represent ideas of how sexism, racism, and classism originated in our society and how they are perpetuated through subtle and overt messages in our culture. These activities are included in Appendix A and available on the internet at <http://www.fair.caahs.colostate.edu/>.

The FAIR curriculum has been active since 2001 and has included curriculum development, collaboration with the Cambridge Film Co., training educators both in their classrooms and in conferences, the development of the FAIR website, and presently the topic for two doctoral dissertations (including the present study). The FAIR curriculum served as the foundation for a film by the Cambridge Film Company (makers of the *Killing us softly* series and other social justice related films) in a desire to fill an important gap by providing educators with tools to address social justice and diversity with elementary aged students. The education

periodical, *Teacher Tolerance* (published by the Southern Poverty Law Center), highlighted the FAIR curriculum project in the September 2006 edition. *Teaching Tolerance* provides free resources to promote respect for differences and appreciation of diversity in the classroom and beyond.

The in classroom teacher training project involved the training of over 2,500 children and 150 educators in Northern Colorado. This extensive teacher-training project was implemented with FAIR trained Marriage and Family Therapy graduate students engaged in service-learning as FAIR facilitators. The teachers observed FAIR facilitators for two hours in their classrooms and provided resources and consultation support for teachers to implement alone. In 2004-2005 a FAIR training book to read with children was completed and the website was developed. In addition, FAIR+ was designed to add ageism component in conjunction with Dr. Christine Fruhauf, in Human Development and Family Studies at Colorado State University. Further activities are also being designed to address ability/disability related issues with students in the FAIR experiential format. Dozens of undergraduate and graduate students have been involved in this project as research assistants.

Two one-day conferences (January 2005 and April 2006) were held to provide 150 educators (75 at each conference) with the rationale, motivation, and FAIR curriculum to integrate social justice issues into their classrooms. General questions related to integrating social justice concepts into educational settings began to arise. Opportunities for research posed themselves with funding of the two conferences which has led to the current study.

Researcher Perspective

In order to better contextualize the world view taken in this study, I will present an overview of the academic, professional, and personal experiences that contributed to my interest in exploring teaching young people about social justice related issues. Given the nature of qualitative research, the researcher's point of view is a critical part of the analysis (Boyatzis, 1998; Josselson, Leiblich & McAdams, 2003). Therefore, it is vital to understand the qualifications and assumptions of the researcher to understand this study.

As a researcher, I bring my personal identities to this study. I am a 37-year-old white, culturally Jewish, married, heterosexual woman working at university women's center counseling and supporting survivors of interpersonal violence, as an instructor in Women's Studies and the department of Human Development and Family Studies, and in private practice as a feminist couple and family therapist. I have two daughters and have been with my partner for over fifteen years.

As an undergraduate in 1991, I became involved in a fledgling sexual assault peer education group run through our campus counseling center designed to increase the awareness of students about the acquaintance sexual assault. In late 1980's and early 1990's college campuses were beginning to look at the incidence of acquaintance assault (Warshaw, 1994), and my involvement with the feminist movement began in earnest. During my final year of college, I also enrolled in a Women's Studies course that helped me to understand sexism and oppression on a theoretical level and the institutionalized practices of gender inequity that kept women oppressed.

Following college graduation, I volunteered and became employed at domestic violence programs in Colorado and Washington State. My role as an advocate allowed me to interact with hundreds of women who were being abused and mistreated by their partners. These experiences solidified a passion in me for ending violence against women, and the sexist practices that domestic violence to be perpetuated. Working in the domestic violence movement also helped me to recognize how the multiple intersections of one's identity (gender, race, socio-economic status, sexual orientation, etc.) all affect the impact that domestic violence has on individuals and communities, and how these identities affect the options that are available to different people. For example, one of the biggest indicators of a women being able to leave an abusive relationship is whether she is able to remain economically dependent after leaving. For lower income women, especially those with children, escape from an abusive situation can be extraordinarily difficult. This situation was even more challenging for women of color who often did not have the economic opportunities as white women. The intersection of gender, race, and socioeconomic class became apparent to me and my desire to continue to work on social justice grew.

The next influential experience I had was serving as a Peace Corps Volunteer in the Solomon Islands which is a Melanesian nation of over 900 islands located in the South Pacific ('96-'98). As a former British Protectorate, the Solomon Islands have been an independent country since 1978. During my two years in Peace Corps, I learned a great deal about myself and about the culture I was living in and the culture I was from in the United States. As a junior high school teacher, I primarily taught young women between the ages of 12-16. Because of social customs, many of these young women would not complete their schooling and many

would end up mothers at very young ages. Formally assigned as the home economics teacher at the school, I took a less traditional approach to the curriculum and integrated content to learn and talk about their lives as girls and young women. I learned a great deal about the universality of violence against women and seeing another aspect of this grave social injustice replicated in this culture very different from my own.

One of the most powerful moments I had that crystallized much of my understanding related to race was the recognition of internalized racism that people in this remote corner of the world experience because of the globalization of white supremacy. I use this term to refer to the insidious and covert racist misconception that white people are better than people of other races. When visiting the family of a student, my husband and I were speaking to a man from a local village and in Pijin English told us how white people were smarter than people of color and that white people's brains were bigger. It was a profound moment in that I realized how far reaching the effects of colonialism and white supremacist thinking had spread. The recognition the tragic social injustice of how that type of thinking had caused people of color to feel inferior and less than white people, and had caused many white people to think they were better or more deserving of their privileges.

Upon returning to the United States I began a clinical graduate program in the department of Human Development and Family Studies, specializing in Marriage and Family Therapy (MFT). Based in systemic theory and feminist approaches to family therapy, I gained a deeper understanding of how gendered dynamics play out in families and across society. I also continued to learn about social injustices and oppressive practices because of race/ethnicity,

sexual orientation, and other aspects of one's identity- both internalized and externalized in a patriarchal society.

My training in MFT and human development and family studies occurred at the same time my husband and I became parents. As the mother of two young daughters, I have been fascinated by the developmental process by which they are becoming aware of gender, race, and class differences and how they negotiate stereotypes and assumptions about people based on these differences. Much to their feminist mothers dismay, watching them embrace stereotypically feminine interests (such as princesses during the toddler years) and then solidifying their understanding of gender at three (my younger daughter declared her understanding of gender by stating that boys have short hair and girls have long hair).

Trying to integrate social justice into my parenting is a personal priority that provides me with many challenges to be creative, consistent, and true to my values. It also made me notice that at different developmental stages, there must be opportunities that exist when they are more receptive to learning about different aspects of identity and how to help broaden my daughters' awareness by optimizing these developmental opportunities. Working on the FAIR curriculum project has given me a great outlet to explore this personal passion of how and when children learn about social justice.

Purpose of the Study

This research was designed provide teacher trainers and diversity educators with a better understanding of the needs of teachers who incorporate social justice curricula into their educational settings in developmentally responsive ways. It can also inform teacher educators

about the normative developmental process that many pre- and in-service teachers go through as they expand their knowledge base about social justice related issues and concerns.

Much research has been done on what teacher trainees need in order to become multicultural educators; the information acquired through this research project expands on that knowledge and contributes a developmental perspective on the opportunities and challenges that exist as teachers integrate a multicultural pedagogy with students at different developmental stages. The findings generated by this research project can allow teachers to increase their success with their own learning process and the teaching of these issues to their students.

This research was conducted with educators who attended conference training on the FAIR social justice curriculum. As described above, FAIR is a multifaceted intervention strategy designed to aid teachers in the integration of social justice issues (specifically sexism, racism, and classism) into their classrooms in a structured and developmentally appropriate format. FAIR has been designed to be adaptable to the needs of all developmental stages. The level of critical inquiry and depth about social justice varies with the cognitive abilities of the students participating in the curriculum. Participants in these conferences were trained to understand the subtle ways that injustice and inequality are perpetuated within the classroom, the implications and adverse effects of prejudice and oppressive practices, the importance of integrating social justice education in their classroom, and how to implement the FAIR curriculum with the students they work with.

Through the experiences of the conference participants, I was particularly interested in two aspects of the problem described above. First, I explored the intersection of social justice education with the acquisition of developmental understanding about sexism, racism, and

classism. The primary focus was on the developmental considerations that affect educators' success in integrating social justice education into educational settings. Secondly, I was interested in evaluating how attending the FAIR conference influenced, affected, or changed educators' self-perceptions on teaching about sexism, racism, and classism.

Research Questions

This study answers the following questions through a mixed methods analysis, where the primary analysis was qualitative. Questions 1 was analyzed both quantitatively and qualitatively, while questions 2 and 3 were be analyzed qualitatively.

1. *Development of social justice educators:* (a) What factors influence educators' development in becoming social justice educators? (b) How does learning about social justice influence teachers' confidence, comfort, and motivation to integrate these sexism, racism, and classism into their educational setting?
2. *Themes within specific developmental stages:* (a) What issues, concerns, or opportunities are expressed by educators of students at specific cognitive developmental stages? (b) Do educators see FAIR as relevant and applicable to the students at these specific stages with whom they work?
3. *Themes across all developmental stages:* (a) What issues, concerns, or opportunities are expressed across the entire sample of educators regardless of the developmental stage of students with whom they work? (b) What did educators express about the FAIR curriculum in general?

The next chapter will provide a review of the scholarly literature related to these questions. This review will include an overview of the conceptual framework of the study,

including contemporary theories related to multicultural education, theories of oppression and developmental issues relevant to understanding gender, race, and class issues and injustices.

CHAPTER 2: LITERATURE REVIEW

While there is a significant body of literature that has explored multicultural education (Banks, 2003, 2006; Bennett, 2003; Derman, Sparks & Phillips, 1997; Grant & Sleeter, 2001; Ropers-Huilman, 1998) and training for teachers to become multicultural educators (Cochran-Smith, 2002, 2004; Hollins & Guzman, 2005; Ladson-Billings, 1995; Miller et al., 2002), the developmental considerations for teachers of students at different developmental stages has not been adequately addressed in the literature. There appears to be limited research at this intersection of multicultural education and developmental concerns. Aboud (2003) recognized the importance of a responsiveness and sensitivity to developmental aspects of teaching and learning about differences and the nature of prejudice, however there is no model or theoretical frame work to provide educators with guidelines to actually implement a developmentally responsive multicultural education. By applying a developmental framework to better understand the issues that teachers are concerned about when attempting to integrate multicultural and social justice education into their classrooms, we will be able to identify opportunities and challenges that teachers may encounter with students at different developmental stages. The results of this research will provide educators with more information to develop an effective model for delivering social justice education in a developmentally responsive format.

Rationale

It is important to integrate multicultural education at all stages of the educational system in order to shift oppressive societal ideologies and practices. Societal endorsements of

“oppression operate to limit the options for people who are poor, people of color, women, and sexual minorities...the[se] systems are socially constructed, historically rooted, based on unequal distributions of power and practiced at all levels of society” (Demos, Lemelle, with Gashaw, 2007). Power is systematically withheld from groups that are oppressed in terms of economic opportunities, personal safety, and assumptions of what is considered “normal.” This system of oppression is perpetuated by both those in power and those who are oppressed. Freire (1970) recognized that there are inherent benefits for both (oppressed and privileged people) to become aware of the system and how to challenge the beliefs perpetuated by this oppressive system.

As children develop cognitively there may be potential windows of opportunity that multicultural educators should be aware of where children are more receptive to issues of justice and fairness. At certain ages, children are likely to be more open and have the cognitive capabilities to understand why stereotypes and prejudice are destructive to individuals and society as they progress through certain stages of cognitive development. It is important to identify these windows of opportunity where teachers have greater potential to understand social injustice and alter attitudes and stereotypes. When teacher educators are aware of these opportunities, they can provide adequate training to pre- and in-service teachers on how to best optimize multicultural education for the developmental needs of their students.

Developmentalists and multicultural educators need to establish strong partnerships in creating developmentally appropriate multicultural education. It is crucial to better understand the instrumental role that cognitive development plays in children’s ability to comprehend issues related to prejudice, inequality, and the formation of awareness and identities about gender, race, and class. Educators who can recognize and consider development in training teachers to

optimize their multicultural curriculum can be more effective in promoting social change. We need to be sensitive to where children are in the process of understanding their own identity and how they are learning about others. This sensitivity can only be achieved by expanding the dialogue and inviting researchers and educators at all levels to the table to create the best and most effective multicultural education practices for children at all developmental stages. Researchers need to identify the developmental opportunities that exist for children when they are most receptive to learning and understanding non-stereotypical ideas about gender, race, and class. However, teacher educators, developmentalists, and teachers also need to continue to create developmentally appropriate curricula that will aid teachers in addressing unique developmental needs of their students as they explore issues of social justice and diversity at all ages.

Conceptual Framework

The conceptual framework for this study is based on several bodies of literature. First and foremost, the scholarly precedent is established in the field of social justice and multicultural education and theories related to oppression (including feminist and critical theories). These frameworks provide the lens by which the problem of prejudice and discrimination will be explored. Secondly, developmental theories related to understanding gender, race, class, stereotypes, and prejudice will be reviewed. In addition, specific to this study, a closer examination of the cognitive development will be presented as it relates to the analysis of data in this study.

Overt and subtle forms of racism, sexism, classism, and other types of oppression are pervasive and insidious at all levels of society. As professionals (educators, therapists,

counselors, etc.), parents, and activists who seek to shift the attitudes and beliefs of young people about race, gender, class, etc., it is imperative that we understand the nature and dynamics of this prejudice. In order to effectively design and implement social justice interventions, we need to know how and when children and adolescents develop prejudicial thinking (Aboud, 2002, 2005). This knowledge will help to optimize developmental opportunities where children are cognitively more receptive to exploring the implications of prejudice, discrimination, and social injustice.

Theories of Oppression

There are many theoretical orientations that have contributed to the models and perspectives related to social justice and multicultural education. These theories place a critical lens on the structure of our society, recognize oppressive practices and attitudes, and provide motivation to seek social reform that ensures equity and opportunity for all people.

It is indisputable that the history of the United States is fraught with grave injustices against many groups of people- primarily people of color and women. As a society we have made some progress in moving beyond horrific and oppressive practices such as genocide, slavery, internment, and legally sanctioned second class rights for women and people of color. However, we still experience the legacy of this history as marginalized groups continue to experience limitations. These limitations are still particularly evident in our educational system (Kozol, 1991).

Scholars (Banks, 2006; Banks et al, 2001; Bell, 1997; Bennett, 1999) emphasize that multicultural education must include knowledge of history, particularly the intersection of how different forms of oppression and discrimination have played out in the historical context of our

nation and the social movements that have contributed to social change. The civil rights movement was instrumental in providing an organized response to the racist injustices that African Americans faced. This movement afforded a model which served to jumpstart the second wave of the women's movement and spurred gay liberation and disability rights movements as well (Bell).

Many profound cultural changes resulted in the collective effort of these movements, including the awareness that racism and other forms of discrimination are part of an oppressive system that does considerable damage to members of the oppressed group, while simultaneously causing ethical violations to the privileged group (Bell; Freire, 1970). Both the dominated and the dominant groups experience adverse effects of discrimination and oppression. Clearly the effects of this oppression are qualitatively different, however the civil rights movement brought to light the knowledge that all members of society are negatively affected by racism. This was crucial in developing an understanding of other forms of oppression and how those experiences made sense in social and institutional contexts.

Another key theoretical concept arose from the civil rights movement- the awareness of how racism was perpetuated through not only overt forms of prejudice and deliberate acts of racism, but also through the subtle and pervasive attitudes that assume that white is the cultural norm (Bell, 1997). Freire (1970) articulated this societal dynamic in his pedagogy of the oppressed. He asserted that hegemony is the societal condition where the interaction between domination and subordination are not strictly imposed by society, but are consensual cultural and institutional practices of both the dominant and the oppressed groups. Freire maintained that the results of these norms produce devastating effects for members of the oppressed group. These

practices perpetuate notions of neutrality and impartiality for all groups, when in fact they are defining and reinforcing attitudes of normalcy and supremacy for the dominant group of people only. This ideology is reinforced by language, images in popular culture, and mainstream norms creating a dynamic where “other” is define as inferior, inadequate, or less than (Bell). ‘Other’ includes all marginalized groups—women, people of color, people with low incomes, people with disabilities, members of the lesbian, gay, bisexual, and transgender community, and those of ethnic or religious minority groups. These unacknowledged racial standards result in power for the dominant group.

Based in civil rights for African Americans, this theoretical framework was easily translated to address other forms of oppression (sexism, heterosexism, ableism, etc.) where cultural assumptions began to be challenged by those who were working to achieve social justice in the 1960’s and 70’s. It is essential that these hegemonic practices are confronted and addressed in an educational setting that is multicultural and comprehensive in that it addresses issues of social justice for all people.

Feminist Theory

Feminist theory is an important framework to use when exploring the societal inequities and oppressive practices in the context of gender. Feminist theorists maintain that gender inequality is promoted at all levels of society through the enforcement of expectations or limitations that are placed on individuals because of their gender. These expectations prevent all individuals from becoming fully actualized; they limit people’s emotional expression, professional aspirations, family dynamics, and in intimate relationships (Haddock, Zimmerman,

& Lyness, 2003). The effects of gender within educational settings evoke a need to implement a feminist pedagogy in classroom settings.

Feminist pedagogues assert that intellectual and spiritual growth can facilitate individuals' awareness about social injustices, respect, and skills to critically analyze social constructs (Crabtree & Sapp, 2003; hooks, 1994). Only when it is realized and acknowledged that society is unjust can we begin the process of change to create access to opportunities and resources that are truly equitable and fair for all members of our local and global community. The ultimate objective of feminist teaching is to create social change (Ropers-Huilman, 1998). To achieve a "transgressive" classroom (hooks), we must challenge students by creating an environment where they can go beyond conventional learning. This can only evolve by challenging students to critique what they know to be true, to recognize injustice and oppression, and to develop a vision of possibility (Crabtree & Sapp).

Critical Theory

Scholars assert that pedagogy based on critical theory is an essential ingredient in the practice of promoting equity and justice in the classroom (Brady & Kanpol, 2000; Sleeter & McLaren, 1995). Critical pedagogy can provide an important framework for understanding multicultural education as it affords teachers and students alike the opportunity to ask questions about the formation of groups based on gender, race, and class with regard to oppression, privilege, and the distribution of power. Educators can explore classroom content and the manner in which that content is being offered to students (Brady & Kanpol; Moss, 2001). The critical lens can allow teachers to "challenge the hidden curriculum that socializes students in to the dominate culture" (Moss, p. 2). Furthermore, critical theory permits educators to question

the commonly defaulted to transmission of knowledge where teachers funnel information to students without providing them the opportunity to challenge, question, or make meaning of that information (Friere, 1970).

Multicultural Education Theories

Many scholars have presented models and frameworks for integrating social justice and multiculturalism into the classroom. Banks (2006) asserts that the multicultural theorists are increasingly exploring how the interaction of multiple identities such as gender, race, and socioeconomic class can influence the educational experiences of students. However the emphasis placed by theorists on each of these variables differs significantly. Below is an overview of two of the primary frameworks that are highlighted in this body of literature.

Banks' Five Dimensions

In order to meaningfully and effectively practice multicultural education in accordance with theory, Banks (2006) provides a framework for the praxis of multicultural pedagogy. Banks conceptualizes multicultural education as a field with five distinct dimensions that must be understood to benefit all students and to be conceptualized broadly for a school-wide reform. These dimensions include “content integration, the knowledge construction process, prejudice reduction, equity pedagogy, and an empowering school culture and social construction” (p. 4). These dimensions can assist educators and academics in classifying the various types of approaches and research supporting those approaches; however the distinctions between the different dimensions are not cleanly delineated. They often build upon each other and overlap. Despite these limitations, this conceptual framework can be extraordinarily useful as teachers,

administrators, and teacher trainers as they begin the journey of becoming multicultural educators.

Content Integration. Content integration addresses the role of teachers in selecting examples and content that reflect a diverse population. Images in textbooks, on bulletin boards, in assignments all must include various cultures, genders, and experiences. This multicultural content also should be used to illustrate key principles and concepts in both written assignments and classroom discussions (Banks, 2006). It is necessary that teachers contextualize this integration in a meaningful way within the content of their discipline. Opportunities outside of social studies and humanities may require teachers to be more creative and intentional with the integration. However, there are many relevant opportunities that exist from which to address diversity and social justice issues in science, mathematics, and other courses (Addison-Wesley, 1992).

Knowledge Construction Process. Banks' (2006) second dimension is knowledge construction process. This epistemological framework relates the role that teachers have in facilitating students' understanding of how assumptions are based on cultural and personal perspectives, biased perceptions, and how knowledge is constructed from these points of view within a discipline.

Prejudice Reduction. Prejudice reduction is the third dimension that Banks (2006) asserts is necessary to help students identify the discriminatory attitudes they hold. Teaching methodology needs to address these attitudes in order to help present alternative ideas and dispel the misconceptions held by many about people based on racist, sexist, classist, or otherwise discriminatory belief systems.

Equity Pedagogy. The fourth dimension is that of an equity pedagogy where the curriculum is adjusted so that students from all diverse groups can have the same access to educational success as students in the privileged groups. Teachers need to utilize a variety of teaching techniques to be inclusive of individual and group learning styles (Banks, 2006).

An Empowering School Culture and Social Culture. This final dimension refers to the elimination of unjust grouping or labeling practices and limited access of extra- or co-curricular opportunities for some students (such as those who are bussed in from distant communities- which are often students of color). Banks also conceptualizes this dimension as including a diverse population of educators with whom the students can interact (Banks, 2006).

These dimensions can assist educators and academics to classify the various types of approaches and research supporting those approaches; however the distinctions between the different dimensions are not cleanly delineated. They often build upon each other and overlap. This conceptual framework can be extraordinarily useful as teachers, administrators, and teacher trainers as they begin the journey of becoming multicultural educators.

Bennett's Four Dimensions

Bennett (2003) also provides a dimensional framework that reflects some of the same ideology as Banks in the previous section. According to Bennett, the four interactive dimensions include equity pedagogy, curriculum reform, multicultural competence, and teaching toward social justice.

Equity Pedagogy. The equity pedagogy that Bennett (2003) articulates suggests a paradigm shift within the educational system to provide fair and equal educational opportunities for children of all genders from diverse racial, economic, and religious backgrounds. This is

particularly important for children who are socially or economically disadvantaged. Similar to Banks, Bennett asserts that the entire educational system needs to be reformed in order to create an environment that is inclusive and attentive to the needs of all students.

Curriculum Reform. Curriculum reform, according to Bennett (2003), needs to expand and diversify the content of the entire curriculum to reflect multiethnic and global perspectives. Similar to the content integration suggested by Banks (2006), the historical perspective, experiences, and achievements of all peoples are included— not that of only the dominant groups.

Multicultural Competence. Bennett (2003) maintains that educators need the intercultural skills to navigate interactions and relationships on both the individual level with people from difference cultures, but also as a nation. It is importance to normalize the full range of human experience and cautions educators in avoiding an “us vs. them” mentality that contrasts dominant and subordinated cultures creating a simplistic binary analysis of society and humanity.

Teaching Social Justice. In Bennett’s framework, consistent with Banks, this dimension focuses on dispelling stereotypes and misconceptions about people based on gender, race, ethnicity, etc. She stresses that students should learn that there are more similarities among people than differences between them. “The ultimate goal [of multicultural education] is to develop antiracist, antisexist, anticlassist behavior in basic everyday life” (2003, p. 16). This application of multicultural education is reflected in the theoretical underpinnings of social justice, feminist, and critical theories described earlier in this paper.

Sleeter & Grant’s five approaches to race, class, and gender

Empowering teachers to identify and embrace a theoretical framework for employing multicultural educational practices is a primary objective for Sleeter and Grant (2003). They describe five pedagogical approaches that teachers can select as they begin to practice multicultural education. These approaches apply many of the principles articulated in Banks' (2006) and Bennett's (2003) dimensions. Sleeter and Grant's approaches include: (a) teaching the exceptional and the culturally different, (b) human relations, (c) single-group studies, (d) multicultural education, and (e) education that is multicultural and social reconstructionist. Generally, the approaches synthesize the elements of the preceding approaches and become more politically vested in creating social change. While they explicitly endorse the education that is multicultural and social reconstructionist approach, it is their goal to explain each of the approaches to teachers and empower them to select the approach that they feel most comfortable and confident with. They maintain that teachers need to have a teaching philosophy that articulates their rationale, motivation, and practice of multicultural education. Below is the expanded explanation of each of these approaches presented by Sleeter and Grant.

Teaching the Exceptional and Culturally Different. The first approach is teaching the exceptional and culturally different approach is for teachers who believe that their primary objective is to prepare all students to appropriately fit within the current educational setting and societal structure. In other words, equipping students with the skills that they need to fit in and succeed in society. The focus of this approach is not to raise awareness of the inequalities and discrimination of different groups (Grant & Sleeter, 2001; Sleeter & Grant, 2003).

Human Relations. This approach is designed for teachers who believe that their role is to create group harmony, celebrate differences, reduce prejudice, promote social equality, and

provide students with the skills to get accept others and themselves. This approach focuses on attitudes and relationships between students (Grant & Sleeter, 2001; Sleeter & Grant, 2003).

Single-Group Studies. The single-group studies highlights the experiences and contributions of a specific group such as women's studies or Latino/a studies courses. These courses are designed to increase students' awareness about capabilities, accomplishments, and the historic oppression experienced by this group. Single-group studies courses view the groups experience from a socio-political perspective and examine the power structures that support the oppressive experiences of the group with an ultimate goal of creating social change (Grant & Sleeter, 2001; Sleeter & Grant, 2003).

Multicultural Education. This approach addresses pluralism and aims to reduce prejudice and discrimination towards people who are members of oppressed groups, build social equality and reduce social injustice. This approach is not limited to one teacher's classroom, but involves school-wide reform. For example, diverse staff and faculty members should be employed at the school to reflect the values that are being taught in the school. Furthermore, more than one language is taught and supported in the school. This approach also takes into consideration each student's individual learning style so that they can integrate the complex and dynamic concepts involved in learning material in this manner (Grant & Sleeter, 2001; Sleeter & Grant, 2003).

Education that is Multicultural and Social Reconstructionist. Finally, the fifth approach that is endorsed and recommended by Sleeter and Grant (2003; Grant & Sleeter, 2001) , is education that is multicultural and social reconstructionist. This approach is designed to raise students' consciousness about the forms of oppression and social inequalities that exist within our society. School-wide reform is implemented and the curriculum reflects the experiences and

lives of a diverse student body. This approach expands on that of the previous approach in that it not only acknowledges inequality, but it provides students with the opportunity and tools to critique and analyze the differential power structures that exist. Students are also empowered with skills necessary to become social activists and to develop alliances with others from oppressed groups. This model helps to create skilled and informed advocates for social change.

In the three models presented above, consistent themes reflect the underlying values integral to a teaching environment that is grounded in a multicultural pedagogy. Themes related to democratic values, equity, reform of educational systems, and recognition of a diverse community resounded within each of the conceptual models. The models developed by these scholars are invaluable to the conceptualization and application of multicultural education. However, the actual practice of multicultural education needs to be situated in the knowledge of human development and the acquisition of understanding about differences. The nature of prejudice and the associated cognitive developmental processes that children go through will be explored next.

The Nature of Prejudice

Prejudice is an attitude or belief towards a group based on erroneous generalizations (Bergen, 2005). Discrimination actually involves a behavior or action (overt or subtle) based on that faulty belief or attitude. Prejudice is not an inherent human quality, it is learned. Most scholars agree that prejudice is primarily a result of nurture and not nature (Allport, 1958; Bergen; Derman-Sparks & Phillips, 1997; Dovidio & Gaertner, 1986; Katz & Taylor, 1988). Regardless of gender, race, or class—everyone in our society learns the ideology of prejudice. Conformity is the basis of prejudice, therefore fitting in to a society predisposes people to accept

prescribed attributes, qualities, or worth about specific groups of people (Allport). The prescribed beliefs are distributed in society in the form of stereotypes about people. Stereotypes are powerful ways to endorse this prejudice and tend to have negative influence the goals and objectives of individuals who are members of stereotyped groups, and even for those who do not subscribe to the stereotypes (Woods, Kurtz-Costes, & Rowley, 2005).

Children are socialized to be prejudiced. Families play a significant role in the development of childhood prejudices. As the first and most primary group that a child belongs to, the family serves as the group identification. All individuals who are not members of the family “in group” are, in the child’s mind, part of the “out group” (Allport, 1958; Bergen, 2005; Woods, Kurtz-Costes, & Rowley, 2005). As a primary and influential socializing agent of children (Allport; Coltrane, 1998), parents transfer their attitudes towards diverse groups to their children “by words, emotions, and ideas” (Aboud, 2005, p. 310). Peers are also a significant socializing source for children in the development of prejudice (Aboud, 2005). Conforming to peer norms is particularly dramatic with older children and adolescents where pressure to fit in is significantly greater and the influence of parents is less profound. Prejudicial attitudes can thrive in a climate where being included is often more important than doing what one really believes to be right or just. The developmental process that they go through also has a significant influence on the acquisition of how they understand difference.

Allport presented stage-like descriptions of the acquisition of prejudicial learning in children. During the ages of approximately four to six, Allport suggested that children express pre-generalized learning of feelings associated with specific labels. From the ages of six to twelve, Allport asserts that children begin to over-generalize feelings to all people associated

with certain labels. At approximately age twelve, Allport suggested that children develop the ability to differentiate within the category and then customize it to fit the individuals, and not the stereotype (Aboud, 2005).

Cognitive Development Theory

The literature that explores the developmental considerations in learning about gender, race, and class and the process of how children learn to be sexist, racist, or classist is based primarily in the theoretical area of cognitive development that was designed to inform the process that people, particularly children think and understand the world around them. Jean Piaget created a “grand theory” of cognitive development, which provided an applicable viewpoint from which researchers, educators, and parents can better understand the “age-related changes that occur in mental activities such as attending, perceiving, learning, thinking, and remembering” (Shaffer, 2000, p. 50). Piaget believed that these were universal patterns that guided all children to achieve cognitive equilibrium, in other words, a state of mental balance (Berger, 2005; Miller, 1999; Shaffer).

Sensorimotor

According to Piaget, from birth through approximately two years of age children were in a *sensorimotor* stage. Children in this stage do not have conceptual or reflective thought capacity. They use their senses to interact with the world and begin to recognize the distinction between themselves and others (Berger, 1998; Miller, 1999; Shaffer 2000). Towards the later part of this stage, children begin to think through mental actions as well (Berger).

Preoperational

From roughly ages two through six, children are in Piaget's second stage of cognitive development described as *preoperational*. During this stage children are intuitive and have great difficulty understanding the world from the perspectives of others. A strong characteristic of this stage is egocentrism. This term is used to emphasize the developmentally normative tendency that children in this stage have not yet differentiated themselves from others and the world around them. Therefore they primarily develop an understanding of the world based on their own perceptions (Berger, 1998; Miller, 1999; Shaffer 2000).

Concrete Operational

The third stage, *concrete operational*, is attained when children are approximately seven to 11 years old. During this stage, children begin to use logic to understand the world around them (Berger, 2005; Miller, 1999; Shaffer 2000).

Formal Operational

The final stage is reached around 12 years old. *Formal operational* thinking provides adolescents and adults with the skills to think abstractly and conceptualize hypothetical ideas. They begin to apply this logic to real or concrete situations around them; as a result they become more systematic, objective and educable thinkers. As this logical thinking continues to develop, their classification and identity related skills also become more sophisticated and mature (Berger, 2005; Miller, 1999; Shaffer 2000).

Piaget's cognitive developmental theory provides an important framework that helps us to understand what cognitive abilities children have as they learn about differences between individuals and groups. It also is a critical foundation to understanding how and when

prejudicial thinking can form and what cognitive skills are needed to unlearn biased and destructive attitudes. These stages can provide structure and context for the capabilities of students to comprehend these topics.

In recent years there has been a substantive critique of Piaget's developmental model. Critics argue that Piaget's theory "is conceptually limited, empirically false, or philosophically and epistemologically untenable" (Laurenco & Machado, 1996, p. 143). Despite the criticisms, this theoretical framework still provides a useful structure for analyzing data in this study. Among the criticisms of Piaget, Laurenco & Machado assert that most are based on misunderstandings and misconceptions of the intentions of Piaget's theory. Among the most common critiques, several are relevant to discuss in the context of this study and will be discussed below.

Some developmentalists (Donaldson, 1987; Ennis, 1978) assert that Piaget's theory establishes age norms that are not confirmed empirically. However, the misinterpretation is on the function of the stages. Therefore the criticism is based in data that would illustrate that some children at certain ages did not meet or exceeded Piaget's theoretical expectations. Piaget created this framework with the stages used as indicators of the stage, not a criterion of the developmental level (Laurenco & Machado, 1996). It is the sequence and emergence of cognitive development, not the age that is reflected in the stages. Piaget stated that

It is possible to characterize stages in a given population in terms of chronology, but this chronology is extremely variable. It depends on the previous experience of the individuals...and it depends on above all the social milieu which can speed up, slow down, or even prevent its

manifestation...I consider the ages only relative to the population with which we have worked; they are thus essentially relative (cited in Laurenco & Macado, 1996).

Another common critique of Piaget that is relevant to this study is that his theory neglects the role of social factors in development. Murray (1983) noted that in Piaget's stages, individuals are void of social class, sex, nationality, gender, or personality. Laurenco & Machado (1996) counter that critique by highlighting Piaget's recognition that society played the utmost importance on development and that social factors are necessary for individuals to develop cognitively.

Despite the critiques offered of Piaget's cognitive development theory, it is still the best structure for the present study in that it offers a salient framework from which an analysis of the data can take place. Piaget's grand theory of cognitive development provides distinct ages associated with specific cognitive capabilities which influence one's attitudes, beliefs, and behaviors. Piaget's model offers a framework where "each age-related stage has features that permit certain types of knowing and understanding" (Berger, 2005, p. 43).

While other cognitive developmentalists have contributed significant and meaningful advances to the field, often building on Piaget's work, none have offered a stage based model that lends itself to a study where educators of students at different levels may be compared and contrasted. Vygotsky's contributions to cognitive development address many of the critical issues related to social interaction and cultural influence (Berger, 2005). While clearly these issues are integral to the process of learning about social injustice, it does not provide a template for which this study can be based.

While the field of cognitive development continues to emerge and build upon itself, Piaget's stages provide the most useful framework that can be utilized to explore the implications of multicultural education with students across the developmental spectrum as they understand gender, race, class, and become aware of differences.

Identity Development and Difference Awareness

Throughout the lifespan, people learn about who they are and develop a contextual understanding of others. The development of an identity related to race, gender, and an understanding of socio-economic status helps children to make sense of the world. Over the past several decades much research has been conducted in the areas of gender and race awareness and development. However, despite the increased recognition of the role that socio-economic class plays in mediating peoples' lives (Banks et al., 2001), the research on developmental issues and socio-economic status is limited (Woods, Kurtz-Costes, & Rowley, 2005).

Development of Racial Awareness in Children

Studies conducted reveal that by three years of age most children have formed racial categories (Schaffer, 2000) and those from the same racial group tend to be more favored (Doyle & Aboud, 1995). Between the ages of four and eight years, children become increasingly aware of racial and ethnic group differences and become increasingly more likely to describe themselves and others in terms of such group membership (Isaacs, 1986). By the age five, most children have some knowledge of racial stereotypes (Bigler & Liben, 1993) and some display prejudicial beliefs about specific racial groups (Doyle & Aboud). At approximately age eight children can fully understand the labels for their culture or race and that these are life long attributes (Bernal & Knight, 1997).

As children reach the ages of seven to 11, they tend to become more flexible and less restrictive with their attitudes about race (Shaffer, 2000), and many begin to possess more favorable attitudes about groups who are different from themselves (Doyle & Aboud, 1995). Young adolescents (11 to 15) from racial or cultural minorities often describe identifying with their ethnic or cultural group because their family identifies this way (foreclosure status) or that they have not thought about it very much (diffusion status) (Markstrom-Adams & Adams, 1995). However, between the ages of 16 and 19, youth of color often experience a questioning of cultural or religious beliefs (moratorium) which in most cases will be resolved and youth successfully reach the goal of identity achievement (Berger, 2005; Shaffer, 2000).

It is noted in the literature that racial minority youth may take longer to resolve traditional identity issues (Shaffer, 2000). This includes approximately 40% of all teenagers (Berger, 2005). Scholars speculate that this is due to several possible reasons. First, the teens recognize the insidious racism and prejudice that they will encounter and question how that may affect their future (Markstrom-Adams & Adams, 1995; Ogbu, 1988). Secondly, the dissonance they experience between their communities and the dominant culture can create considerable strain in integrating their identity. Lastly, biracial adolescents or children of color adopted by white families also experienced strain in identity development as they worked to resolve the conflict between group references and personal identity (Schaffer). Scholars agree that “the best way to combat racism is for parents and teachers to talk openly about race and ethnic diversity, beginning in the preschool period where prejudicial attitudes often take root” (Shaffer, p. 190).

Gender Identity Development

The development of gender awareness and a gender identity is a process that begins early in life. This process of becoming aware of gender involves three primary dimensions: (a) the development and understanding of gender as a concept, (b) the development of a personal gendered identity, and (c) the awareness of gender-roles and stereotypes.

Infants as young as six months are able to differentiate female and male vocal pitch (Miller, 1983). By their first birthday, children are usually able to differentiate between males and females in photographs (Leinbach & Fagot, 1993). Between two and three children are able to identify adult strangers as female or male (Berger, 1998), and can accurately identify their gender (Maccoby, 1998; Thompson, 1975) and have a basic understanding that they will remain the same sex throughout the duration of their life (Berger). Two to three year olds are aware of gender stereotypes. (Fagot, Leinbach, & O'Boyle, 1992). By age four, children are critical of others who do not behave in what they deem to be gender appropriate ways (Lobel & Menashri, 1993), and are convinced that certain toys are appropriate for one gender and not the other (Bauer, 1998; Ruble & Martin, 1998). In addition, by the age four most children will choose to play with other children of the same gender if it is an option (Martin & Fabes, 2001).

Children are taught to “do gender” (West & Zimmerman, 1987) both implicitly and explicitly by their parents, peers, and society. They are given direct messages about appropriate behavior for girls and boys, and that behavior is modeled and reinforced by adult behavior (Ruble & Martin, 1998). Families have a dramatic influence on gender development. They teach and reinforce children what is “appropriate” and “inappropriate” behavior for each gender, and how the genders should interact with one another.

Parental attitudes about gender differences become significantly more influential as children age (Tenebaum & Leaper, 2002). Researchers suggest that parents contribute to the development of gender-typed play styles, activities, and behaviors in children (Lindsey, Mize, & Petit, 1997). Scholars (Coltrane, 1998; Lytton & Tomney, 1991; Risman, 1998) maintain that parents often encourage and reward “gender appropriate” behavior and discourage or punish “gender inappropriate” behavior. For instance, Fagot and Hagan (1992) found that parents give boys less positive feedback when they engage in behavior that is not stereotypically viewed as masculine. The reinforcement and extinction of specific behaviors by parents influence children to adhere to the gendered expectations of society.

Parents tend to view gender-typed toys as most appropriate and tend to discourage children from playing with cross-gender toys— this is particularly true for boys (Idle, Wood, & Desmarais, 1993). Parents give their preschool age children more gender stereotyped toys, such as sports toys for boys and dolls for girls, than gender atypical toys (Etaugh & Liss, 1992). Other researchers have found that 90% of infants are dressed in gender-typed clothing (Shakin, Shakin, & Sternglanz, 1985), and that toddlers had gender-typed bedroom decorations, toys, and accessories, such as pacifiers, jewelry, or hats (Pomerleau, Bolduc, Malcuit, & Cossett, 1990). In addition to parents, siblings also have a profound effect on gender socialization in the family. Young children of either gender who have an older brother tend to develop more stereotypically masculine interests and behaviors, while children with older sisters tend to develop more stereotypically feminine interests (Rust, Golombok, Hines, Johnson, Golding, & ALSPAC Study Team, 2000).

As children grow older, they begin to take on responsibilities in making the household function more efficiently. Researchers indicate that girls participate in more traditionally feminine household tasks (Burns & Homel, 1989; Crouter, McHale, & Bartko, 1993), reinforcing the notion that girls need to be skilled at domestic duties. In an extensive meta-analysis, Lytton and Romney (1991) found that parents encourage sex-typed activities for their children, such as playing with dolls for girls and playing sports for boys. In a recent study of Halloween costumes, findings indicate that only 10% of costumes were gender neutral and most of those were baby costumes. The majority of girls choose princess, brides, or beauty queens. Most boys selected costumes of super heroes or sex-typed animals such as dinosaurs or lions. This study provides another example of how children are “do gender.”

Between the ages of three to seven, many children endorse rigid rules for gender roles (Ruble & Martin, 1998; Shaffer, 2000). For example, some young children may believe that girls can only have long hair and boys can only have short hair. Developmentally this coincides with the preoperational stage of cognitive development and the stage at which they are solidifying their own gendered identity. Maccoby (1980) suggests that children want to make sure that they “get it” cognitively, so they exaggerate gender-roles during this developmental stage.

As children advance to the concrete operational stage, around age seven or eight they become less rigid in their adherence to gender-roles (Damon, 1977; Levy, Taylor, & Gelman, 1995; Serbin et al., 1993). While children demonstrate the cognitive ability to understand stereotypes, they do not necessarily accept stepping outside of the prescribed gender lines—particularly for boys (Shaffer, 2000). As children enter the formal operational stage, around ages

11 or 12, they again experience an increased flexibility in thinking about gender roles (Alfieri, Ruble, & Higgins, 1996). This window typically coincides with children's transition from elementary school to middle or junior high school. As the onset of puberty approaches, adolescents experience "gender intensification" where gender and sex differences are magnified and increasing pressure to conform to gender-roles is experienced (Shaffer). As they become more comfortable with their gendered identities, later adolescents again experience increased flexibility in gender-roles again (Urberg, 1979).

Socio-Economic Issues

In the child development literature there does not appear to be a model that specifically explores the nature of socio-economic class identity development or awareness. However, there are many intersections with race and gender that apply to economic class related stereotypes and prejudice.

Despite the limited research about child development and socioeconomic status (Woods, Kurtz-Costes, & Rowley, 2005), some findings on development and stereotypes about people who are rich or poor exist. Children as young as 5 years old are already aware of the negative stereotypes associated with poor people and the economic disparities that exist within our society (Weinger, 1998). In an older study (Stendler, 1949), children in 1st, 4th, 6th, and 8th grades were able to distinguish between rich and poor people and the stereotypes associated with them. The older children, however, demonstrated a more sophisticated understanding of desirable and undesirable traits that are commonly linked to people based on their socio-economic status. This is supported by cognitive development theories that reflect a more complex and differentiated approach to understanding ideas and concepts as children mature.

Although sparse overall, there is also a stream of research that explores the how children understand “social stratification and economic inequality, including access to work roles, occupational status differences, and the meaning of rich and poor” (Gianinno & Crittenden, 2005, p. 553). The developmental focus of this research suggests that children’s understanding of economic issues is heightened during the ages of 6 to 12, as there is an increased cognitive ability to differentiate roles held by people that are involved in economic exchange (such as cashiers, food servers, employees, bosses, etc.) whereby allowing children to understand how the economic system works and the different functions that individuals have within the system (Gianinno & Crittenden). Findings from this research indicate that age has the strongest association with how children understand economic concepts, although social class and culture also influenced overall awareness as well.

Leahy (1983) examined the intersection of race and socioeconomic stereotypes. His results suggest that African-American youth are more likely to understand the societal conditions that exist that result in poverty, whereas the Euro-American youth viewed poverty as more related to individuals’ personal qualities and characteristics and not a result of structural inequalities.

Conclusion

While it is important to integrate multicultural education at all stages of the educational system in order to shift the societal ideology, it appears that cognitively children are more likely to be receptive and have the cognitive capabilities to understand why stereotypes and prejudice are destructive to individuals and society during this age.

CHAPTER 3: METHOD

This will be a mixed methods study with the primary emphasis on qualitative analysis with regards to developmental considerations for teaching about social justice and diversity. This includes a) the development of students in terms of their cognitive abilities to comprehend difference and attitudes towards gender, race, and socio-economic class, and b) the development of educators when preparing to integrate these topics into their classroom. The richness of the experiences of the educators who participated in this study will offer insight to the ways in which students at different developmental stages learn about social justice and the effect that learning about teaching these issues has on the teachers themselves. The developmental considerations of both teacher and student can inform teachers and teacher trainers alike to enrich and optimize the integration of social justice issues into the classroom.

Sampling

The subjects who participate in this study will be generated from attendees at two conferences for educators designed to assist them in the integration of social justice related issues into their classroom. The conferences were held on January 22, 2005 and April 6, 2006. All 150 conference attendees were invited to participate in the research project, and 115 chose to participate, and 100 provided adequate information for inclusion in this study.

A multistage strategy was utilized to recruit participants. Conference attendees were recruited from local school districts through professionals in the districts' staff development offices. Flyers were posted in local schools. Email messages were sent to schools in Northern Colorado, Metropolitan Denver, and Boulder County. The conference was listed on websites offering continued education opportunities for educators in Colorado. Principals were contacted

to nominate staff members to be invited to the conference. Educators who registered for the conference were also invited to nominate other educators who they felt might be interested in attending the conference. Participants were recruited from both public and private schools.

The manner in which subjects were recruited for this study was purposeful. It was designed to reach as many educators who were participating in the conferences, and ideally those who wanted to incorporate social justice into their classrooms.

Relevant for the quantitative portion of the study, this was a non-probabilistic, convenience sample and therefore is low in external validity. It also included some snowball techniques by specifically inviting educators who were nominated by others interested in attending the conference.

Sample

The participants in this study were educators from schools across Colorado. Sixty-two of the 115 educators attended the first conference held in January 2005 and 53 attended a conference held in April 2006. Approval from the Colorado State University Human Research Committee (HRC) was sought and granted on December 17, 2004. In accordance with the HRC, all participants who participated in this study were provided with consent forms to inform them of the study and potential risks. The consent form is included in Appendix B.

There were 150 attendees at the two FAIR conferences. The first was held in January 2005 and the second held in April 2006. One hundred and fifteen attendees agreed to participate in the study. Data from 15 of the participants resulted in exclusion from this study because there was insufficient information on the questionnaires regarding the student population with whom

Table 1

Demographics of study participants (by cluster)

Cluster	Gender	Race	Role
A (n=2) (0-2 years)	Female: 2 Male: 0	European American : 2	Teacher: 2
B (n=18) (2-6 years)	Female: 14 Male: 1	African American: 1 European American : 12 Latino/a American: 2	Administrator: 1 Counselor: 2 Student Teacher: 3 Teacher: 9
C (n=33) (7-11 years)	Female: 28 Male: 3	Asian American: 2 European American : 26 Latino/a American: 2	Counselor: 12 Teacher: 20
D (n=47) (12+ years)	Female: 44 Male: 3	European American: 42 Latino/a American: 2 Native American: 1	Administrator: 2 Counselor: 6 Paraprofessional: 2 Student Teacher: 4 Teacher: 32 Youth volunteer: 1
TOTAL (n=100)	Female: 88 Male: 7 Unknown: 5	African American: 1 Asian American: 2 European American : 82 Latino/a American: 6 Native American: 1 Unknown: 8	Administrator: 3 Counselor: 20 Paraprofessional: 2 Student Teacher: 7 Teacher: 63 Youth volunteer: 1 Unknown: 4

these educators worked, and therefore cluster assignment was not possible. There were 100 participants' survey and questionnaire data that were included in this study (N= 100). As described above in Table 1, the sample included 88 females, 7 males, and 5 educators who declined to report their gender. The racial distribution of the sample included 1 African American; 2 Asian Americans; 82 European Americans; 6 Latino/a Americans; 1 Native American, and 8 educators who declined to report their gender. The roles of the educators in the samples were varied as well. Included in this study were 3 Administrators; 20 School Counselors; 2 Paraprofessionals; 7 Student Teachers; 63 Teachers; 1 Youth volunteer; and 4 educators who declined to report their role with young people. At the time they attended the conference, the educators ranged in age from 24 to 66 years of age, with 4 participants declining to share their age.

Qualitative Design

An ethnographic content analysis (ECA) was performed on both sets of data related to the integration of social justice concepts in the classroom. This inductive process allowed the educators to speak through the documents to highlight the developmental issues that exist.

First, from the January 25, 2005 FAIR conference, the following documents will be analyzed: the Pre-Conference Questionnaire (1) Post-conference Questionnaire (2), and the Post-FAIR Implementation Questionnaire (3) that were completed in conjunction with the FAIR conference. Secondly, program evaluations from a FAIR conference held on April 6, 2006 will also be analyzed. All questionnaire and evaluation instruments are included in the appendices C (2005) and D (2006).

ECA is an appropriate process for translating the themes from documents (such as questionnaires and interviews) in order to illustrate themes and patterns that are relevant to the research questions (Altheide, 1987). Through a reflexive analysis of the documents, open codes were assigned to all text that seemed developmentally relevant. Constant comparison will then be conducted on the open codes resulting in categories and then broader themes that are meaningful and salient (Altheide). This inductive process facilitated a systematic analysis of the data leading to the development of the conceptual framework to make meaning of the findings from this study (Boyatzis, 1998; Miles & Huberman, 1994).

All of these documents were be grouped by the population that the educators primarily work with in terms of developmental stage using Piaget’s four cognitive stages as described in chapter 2 of this manuscript (Miller, 1999). The participants will then be assigned to developmental clusters based on the ages and cognitive stages of their students with whom they primarily work with. Clusters A, B, C, and D will then be analyzed as distinct developmental cases.

<u>Cluster</u>	<u>Ages</u>	<u>Piaget’s Developmental Stage</u>
A	0-2	Sensorimotor
B	2-6	Preoperational
C	7-11	Concrete
D	12 +	Formal operational

Analysis Process Description

Working through each cluster beginning with A, each document was read and analyzed using an inductive approach where meaning units within each questionnaire was identified and assigned with an open code (Boyatzis, 1998). Open codes were assigned to all meaning units that addressed issues of integrating social justice and multicultural education practices into their

educational setting, particularly developmentally relevant content. Developmentally relevant content refers to responses that referenced some aspect of social justice education and how children of a specific age or grade would respond. For example, a response to a question about one of the FAIR activities, a educator might respond with “this activity might be too advanced for pre-kindergarteners” or “gender is a major issue for junior high students going through puberty.” Both of these statements would be identified as developmentally relevant meaning units and would each be assigned an open code such as “Pre-K too young for Activity 4” or “Gender big in JHS.” This process resulted in 933 open codes assigned to the identified meaning units.

Next, the open codes were analyze the data in constant comparison with the entire sample (Straus & Corbin, 1990) in order to develop categories around which the open codes were centered resulting in 37 initial categories. Two different levels of analysis took place next. First, each of the categories was analyzed and relevant themes emerged from the codes. Second, the categories were sorted by developmental cluster (A, B, C, and D) and each developmental cluster was analyzed to identify relevant and meaningful themes.

This inductive method allowed the meanings to emerge directly from the data and the results were generated directly from the data. At various stages of the data analysis process, the codes were reviewed by colleagues to ensure saliency and relevancy to the research questions. The reviewers concurred that the emergent themes were appropriate, meaningful, and directly related to the research questions set out in this study.

Strategies to Enhance Trustworthiness

To improve the trustworthiness and credibility of this study's findings several strategies will be implemented.

Peer review. After all levels of analysis, the researcher invited colleagues and committee members to conduct peer reviews of the codes, categories, and themes to assess for logical conceptualization and absence of bias in the analysis.

Reflective journal. A reflective journal was also be kept throughout the process. This added source of data enabled the researcher to document procedural issues that arose during the data analysis process. The researcher recorded overall and specific impressions generated while conducting the line-by-line analysis of each document. This contributed to both the validity of the findings and the richness of the descriptions.

Thick descriptions. Descriptions that are rich in detail are provided in chapter 4 to give readers many examples of the themes presented in the results. Many quotes from the documents are used to paint a clear picture of the patterns that emerged from the data.

Researcher perspective. Given the nature of qualitative research, the researcher's point of view is a critical part of the analysis (Boyatzis, 1998). Therefore, it is vital to understand the qualifications and assumptions of the researcher. As described in chapter 1, I bring my personal identity and contextual lens to this study.

Quantitative Design

I am interested in quantitatively evaluating how attending the 2005 FAIR conference affected educators' development of teaching about sexism, racism, and classism. In this study, I explore the effect that attending the conference had on the self-perceptions held by the teachers related to teaching about sexism, racism, and classism. Was there a difference from involvement

in the FAIR conference on participants' self-perceptions of integrating sexism, racism, and classism into their classroom settings? I hypothesize that there is a difference between the scores on the pre-test and post-test following attendance at the FAIR conference. The null hypothesis is that there is no difference between the scores on the pre-test and post-test following attendance at the FAIR conference.

A comparative approach will be used to research this complex difference question. A statistic that will answer this question is a paired t-test for each of the three scales (sexism, racism, and classism) between the first and second questionnaire for each specific participant who attended the first conference. This is an appropriate statistic to use when there is one independent variable, with two levels (pre-test and post-test scores on each scale, with each participant completing both tests), the dependent variables are all normally distributed.

This quantitative portion of this study will involve a time series design, illustrated by the following model where: O_1 represents the Pre-Conference Questionnaire (1), X_1 represents the Conference, and O_2 represents the Post-conference Questionnaire (2): $O_1 \quad X \quad O_2$.

Validity and Reliability

Evidence based on content validity for this study is supported by an extensive literature review and consultation with experts in the field. Drs. Toni Zimmerman and Jim Banning are nationally renowned experts in issues related to teaching and learning about diversity and multiculturalism. Both were integral in the construction of these questionnaires. In addition, the questionnaires were pilot tested by four subjects who were members of the target population, including both teachers and counselors.

Cronbach's alpha can be used to evaluate the internal consistency reliability of the construct. This can be used because the data from each of the three sets of semantic differentials will be combined to make a composite score for the following: (a) Self-perception of integrating sexism and gender issues, (b) Self-perception of integrating racism and race-related issues, and (c) Self-perception of integrating classism and SES-related issues.

CHAPTER 4: RESULTS

The data were analyzed both qualitatively and quantitatively to answer the three research questions presented in Chapter 1. This chapter is organized according to these three main questions. The findings and themes that emerged from the analysis will be presented within the section for the relevant question. For the ethnographic content analysis, direct quotations from the questionnaires are included in the presentation of the results in order to illustrate that theme by use of thick descriptions.

Overview of Analysis

The research questions include: a) what is involved in the development of social justice educators, b) what are the themes within specific developmental stages (both general issues and issues specific to the FAIR curriculum), and c) what are the themes across all of the developmental stages (both general issues and issues specific to the FAIR curriculum)? The first question regarding the development of social justice educators was analyzed both quantitatively and qualitatively. The second question, related to themes within specific developmental stages, is organized by the clusters described in Chapter 3. The dataset was organized and analyzed for this question according to the developmental stage of the students with whom educators primarily worked. The educators were assigned to developmental clusters based on the ages and cognitive stages of their students. Clusters A, B, C, and D were analyzed as distinct developmental cases. To review, the clusters include: a) Cluster A includes educators of children from birth to two years of age who are in the sensorimotor cognitive developmental stage; b) Cluster B includes educators of children from two to approximately six years of age

who are, according to Piaget, are in the preoperational stage of cognitive development; c) Cluster C includes educators of seven to eleven year olds who are in the concrete operational stage; and d) Cluster D includes educators who work with students who are 12 years and older who, in Piagetian terms, have reached formal operational thought. In the following sections results will be presented within the context of each of the research question (as described above).

Demographics for each of the clusters are included in Table 1 on page 46.

Question 1: The Development of Social Justice Educators

The first research question is asked in order to better understand the development of social justice educators. Specifically, I am interested in better understanding a) how learning about social justice influence educators' confidence, comfort, and motivation to integrate issues related to gender, race, and class into their educational setting, and b) what are the factors that influence educators' development in becoming social justice educators? This section is organized around the mode of analysis, beginning with the quantitative analysis.

Quantitative Data Analysis

The effect of learning about social justice at the FAIR conference was analyzed with the semantic differentials from the pre- and post- test surveys at the first FAIR conference (see appendix A). These semantic differentials were included on each of the three questionnaires. The pre- and post- tests were included in this analysis. There were three differential scales were designed to identify participants' self-perceptions about integrating three social justice constructs (gender, race, and class) into their educational setting.

Each of the differentials included ten word choices arranged on a seven point differential scale (as shown in appendix C). Each set of word choices is set along the differential

(continuum) and each point along the continuum was assigned a value based on which point on the scale the participant checked (values of 1-7). A paired *t* test was utilized to calculate the values for each item on the three scales (gender, race, and class) were then summed for each of the three scales. The sums of each scale from the pre-test were compared with the sum from the post-test to see what type of change occurred following participation in the conference. These sums were used as the variables in the statistical analysis. Paired samples *t* tests were conducted on the three pairs of variables (N=52): the summated gender variable from the pre-test and the summated gender variable from the post-test; the summated race variable from the pre-test and the summated race variable from the post-test; and the summated class variable from the pre-test and the summated class variable from the post-test.

Summary of Quantitative Findings

The effect of learning about teaching social justice on the educators who attended the conference was analyzed quantitatively to assess the difference that took place as a result of educators who attended the conference. The paired samples *t* Test produced several noteworthy findings. Regarding the summated gender variable, the *t* Test indicated that the average score on the pre-test (M= 23.26) was significantly higher than the score on the post-test (M= 18.18), $t(51) = 4.857, p = .000, d = .67$. This difference is statistically significant with a larger than typically effect size (Morgan, et al, 2004). The null hypothesis is rejected. Based on the statistical significance and the large effect size and statistical significance, it is fairly certain that the conference did have an effect on the participants.

Regarding the summated race variable, the *t* Test indicated that the average score on the pre-test (M= 23.24) was significantly higher than the score on the post-test (M= 18.34), $t(51) =$

4.282, $p = .000$, $d = .59$. This difference is statistically significant and has almost a larger than typically effect size (Morgan, et al, 2004).

Regarding the summated class variable, the t Test indicated that the average score on the pre-test ($M = 25.22$) was significantly higher than the score on the post-test ($M = 19.01$), $t(51) = 6.208$, $p = .000$, $d = .74$. This difference is statistically significant and has a much larger than typically effect size (Morgan, et al, 2004).

Data Summary of Qualitative Analysis

This question about the development of social justice educators was also examined using ethnographic content analysis methodology. Open codes were assigned to all meaning units. The codes were then reorganized into categories. All categories that were relevant to the developmental process or influential experiences of social justice educators were compared in with the other coded units. The following themes emerged that can help us to better understand the factors that influence educators' development in becoming social justice educators. Educators offered a variety of factors that had an effect in their awareness of social justice issues and in motivating them to integrate this type of content in to their educational settings. Three overarching themes emerged as factors that affected the development of the educators in becoming multicultural educators: a) opportunities to process with other multicultural educators help to affirm efforts and challenges, b) opportunities for self-reflection are important in becoming social justice educators, and c) having a "personal" exposure to diversity or oppression. Appendix E (table 2) provides a summary of the themes related to the development of social justice educators.

Opportunities to Process with Other Multicultural Educators Help to Affirm Efforts and Challenges

This theme articulates educators' desire and need to have support from other educators who are attempting to integrate this content into their educational settings as well. Educators felt that it was important for providing mutual support while sharing ideas, challenges, and successes with others. Some educators felt that it was helpful "having the opportunity to talk with other teachers" and that "interacting with other teachers is always worthwhile. Affirmation that what I'm doing, the challenges I face are similar across schools" is important. Others appreciated the "discussion time" and expressed that they "would like more talking time to debrief." Having the opportunity for "small group interactions very helpful- I learned a lot from hearing others' ideas and experiences" and that I "really enjoyed hearing teachers' accounts of what goes on in their classroom" support the importance of this theme.

Opportunities for Self-Reflection are Important in becoming Social Justice Educators

In addition to having time to talk with and share and receive support from other educators, the participants in this study also expressed the value of opportunities for self-reflection as critical steps in becoming social justice or multicultural educators. One educator stated that

overall, my experience has been that I am only slowly becoming aware of the -isms of which I'm guilty of perpetuating. The more I experience in life, the more my eyes are opened and I can work to change the -isms ingrained in our societal institutions [and that] I'd like to get a better perspective on how I think I'm doing now. Am I currently being fair? It

seems that if I can determine that, then I'll know what I need to do to correct my situation.

Many educators made statements such as “reflective helpfulness,” “I did a lot of self reflection on myself- this is where it starts,” and a desire to become “more aware of issues & stereotypes.”

Others expressed that they recognized where they were still stereotyping in statements such as- “I have been looking at my own stereotypes I have,” “like always- Crap-I'm still stereotyping,” and I “unconsciously pick or use stereotypes. It takes a conscious decision to incorporate [an] equality curriculum,” and “I am more susceptible to stereotyping than I thought. I also feel that I am good at being aware of what is going on around me.” One educator articulated this disappointment when stating I “learned how ingrained certain stereotypes are and that even I have the ‘traditional, white, male’ images pop into my head during a story. That was disappointing to me because I’ve studied stereotypes in classes and I am very conscious about media portrayal. It was enlightening.”

Exposure to Diversity

Educators who could articulate experiences where they were exposed to diversity or content related to multiculturalism identified those experiences as influential in shaping their motivation and desire to address social justice with students. There were seven primary ways that educators expressed being exposed to diversity: being a member of an oppressed or marginalized group, academic/training experiences, activism related to diversity and oppression, professional/volunteer experiences, personal experiences with friends or family, changed

economic status, and traveling. The themes of exposure to diversity are described and supported by the meaning units below.

Member of an oppressed or marginalized group. For many of the educators, being a member of an oppressed group was a powerful motivator in becoming a social justice educator. Educators stated “I am a woman so I certainly know sexism” and “being a female science teacher I am very aware of the sexism within the field and trying to make a change for my students to see that science isn’t just white men.” Another educator expressed that “I am a gay teacher and so know only too well about how difficult living outside the ‘norm’ can be. I am not out because I am afraid I will not get a job!” Being a man of color in a predominantly white community also contributed to the awareness of one educator. “I grew up as a Chinese-American in a predominantly European-American setting. I grew up around two very different cultures that both gave males privilege.”

Academic or Training experiences. These experiences include formal training in college or through workshops. This theme is expressed by statements such as I had “training in [graduate school] teacher training about privilege, class, racism, sexism and prejudice against any kind of ‘difference’ . I think the program had a name, but I can’t remember what it is,” “media studies of the effects that promote sexism, racism, & classism – and analysis of combating these methods” and “in my classes, we talk about influential people who have fought for the end of sexism/racism.” Others described less explicit training with social justice issues and more general awareness of global issues as in “academic background in international issues.”

In workshop settings, other educators described experiences learning about diversity, such as I have taken “different classes on cultures [which] has affected my understanding [such

as]positive POWER (Girl Scout program on relationship boundaries, interpersonal, and social violence)” or “GEMS sessions (Gender Equity in Math Science).”

Activism. In addition to structured educational opportunities, educators also described experiences working for social change related to oppression and discrimination. Statements that support this aspect of the theme include I have had “various activism roles related to women’s issues throughout my life,” “in 60’s demonstrated (non-violently) with civil rights,” and “I’ve worked in the women’s movement, been politically active my whole life.” One educator articulated many of the ways that activism exposed her to diversity when stating

I worked in the Battered Women’s movement for nearly 10 years- here I had the opportunity to work with many diverse populations- Russian, Spanish, African American, white, deaf/blind, disabled. I also had the opportunity to understand cultural difference and the importance of respect for all- as well as understand each woman’s experience with domestic violence is different because of culture, values, and beliefs.

Professional or volunteer experience with diverse populations. Working in a diverse setting (either as a paid or a non-paid staff member) also provided many educators with the exposure to diversity that influenced their desire to integrate social justice. Educators stated “I’ve always taught in relatively mixed classrooms and really value diversity,” “I am an ESL teacher and I combat these issues on a daily basis with students, teachers, and the community,” and “as a social worker I work with disadvantaged populations.” Working with marginalized populations was one way that the educators were exposed to diversity. Statements such as I “volunteered in prison workshops. Worked on poverty programs and active in community issues

– health and housing and education. (mostly re: racism and classism),” “most (98%) of my students are Latino/a, most of my students live in poverty, and I often have to combat the ‘machismo’ attitude. I work really hard to connect with my students and empower them to make positive decisions and changes in their lives and in the world,” and I work with “Girl Scouts- by girls for girls, finding own voice and getting it heard” all support this theme.

Other educators provided specific examples of how this work affected them, such as “in my teaching with special education students I have seen the difficulties of integrating Mexican Americans into my curriculum. Many of my students are struggling with their gender identity and I have had difficulty having parents accept this.”

Personal experiences with family members’ or friends’ diversity. Having family members or friends who have directly been oppressed was another influential experience that impacted the educators in this study to become social justice educators. Several white educators stated that “my nuclear family is a mixed race family. Our adopted son is biracial black” and “I am helping to raise my biracial grandchild.” One educator described experiences decades ago as a child

My oldest memories are of noticing the difference in living accommodations between wealthy and low income people and that those people were often of different races (African American and Native American). To be honest, this just naturally bothered me. And yet I grew up in Boston with bussing and that greatly influenced me. In 2nd grade I was harassed because I was friends with a black girl who was bussed out of Boston to my suburban school.

Being the parent of a child who is affected by oppression can also be a motivating factor. One educator stated “my daughter is anorexic” reflecting the terrible outcome of sexism and unhealthy physical expectations for girls in our culture. Another stated that I have a “son with learning disabilities” thus influencing this educator’s awareness of the challenges experienced by people with disabilities.

Changing socio-economic status. A personal or familial shift in financial standing can also affect educators desire to teach about diversity. One educator stated “I grew up in a comfortable middle-class setting, while hearing all of my parent’s stories about struggling to make a living” and another shared that “I have been extremely poor and wealthy and have experienced classism.”

Travel to different countries or regions of the United States. Being exposed to people who live other places can also affect ones’ views on multicultural education. This is reflected with statements such as “living abroad and being an outsider in another culture has best helped my understanding, as well as working in a health education outreach program,” service with the “Peace Corps,” and “living in diverse parts of US.” Other educators expanded on this them with statements including I have been influenced by “my life- I’ve lived in different places, and seen and experienced personally all kinds of ‘isms’. I try but am not always successful, to find ways to combat these ‘isms’” or

I have done a great deal of traveling; the most life changing being two summers in Africa working with Habitat for Humanity. This humbling experience and my view of the world was forever changed. If I could I

would bring every kid I ever taught to a third world country to experience and witness another view of life and the world.

Development of social justice educators - summary

Three overarching qualitative themes emerged as factors that affected the development of educators in becoming multicultural educators: a) opportunities to process with other multicultural educators help to affirm efforts and challenges, b) opportunities for self-reflection are important in becoming social justice educators, and c) having exposure to diversity or oppression. These themes were also supported quantitatively by the significant results that indicated that participation in a social justice training can contribute to educators feeling less comfortable, confident, and motivated to incorporate these issues into their classrooms. The implications of these results will be addressed in the Chapter 5.

Question 2: Data Summary of Themes within Specific Developmental Stages

Ethnographic content analysis was conducted in order to identify the salient themes within the sample of educators who work with students at specific developmental stages. This analysis looked at both general issues and issues specific to the FAIR curriculum within each of the developmental clusters described earlier (A, B, C, and D). Cluster A includes educators of children from birth to two years, Cluster B includes educators of children from two to approximately six years of age, Cluster C includes educators of seven to eleven year olds, and Cluster D includes educators who work with students 12 years and older. The following section will present the general findings within each of the developmental clusters. Each section will be listed include a description of cluster (numbers and professional roles) and general information related to that developmental stage. Appendix F (table 3) provides a summary of these themes.

Cluster A Themes

Cluster A represents educators who work specifically with babies and toddlers (0-2 year olds) in childcare settings. According to Piaget, 0 to 2 year olds are in the *sensorimotor* stage of cognitive development and primarily use their senses to interact with the world. Several relevant themes emerged from this small sample of educators who work with infants in a child care setting (n=2).

Family plays an important role in social justice with infants and toddlers. Educators who work with babies and toddlers have significant contact with the families of their young “students.” They spend time at each drop off and pick up talking with parents or family members about their child and the family in general. These interactions are reflected by one educator who stated that “[I want to] to provide an environment in which I can support, facilitate, and recognize the unique differences of the children and families that I am in contact with.” Another felt that it was important to create an inclusive and welcoming classroom when she stated that “[I plan to make] an effort to make a safe and fun environment for the children and their families.”

Classroom environment, toys, books, posters, photos, and other artifacts are influential with newborn to two year olds. The structure of a care environment with babies and toddlers is different from any other developmental stage. Educators felt that while structured activities may not be applicable, they recognized that the classroom environment was influential in creating a social just classroom with the statements “[I gained a] recognition of the symbols and artifacts that we are sharing with the children” and “[I will be more aware] when hanging pictures, ect. on the wall.”

Educators of newborns to two year olds will be intentional and aware in selecting multicultural artifacts for setting. In recognition of this influential opportunity, educators from cluster A stated “[I want to] promote a safe environment where we are all equal” and “[I plan on] having photos, books throughout the room of different cultures. We need children to see families come in rich array of diverse cultures” reflecting their desire to be more intentional and aware of the messages that they send when selecting materials, toys, books, posters, and other educational artifacts for their classroom setting.

Cluster A summary. An awareness of the influence that the classroom environment and family of infants have on integrating social justice into an infant classroom is paramount for the educators in Cluster A. While these very young children have limited cognitive abilities to understand the inequalities that exist in the world, educators felt that they could provide a more just foundation by interacting fairly and offering the students and family an inclusive and welcoming environment for all the children and their families.

Cluster B Themes

Cluster B represents educators of children who are between the ages of two and six. During this preoperational stage of cognitive development, children are very egocentric and undifferentiated in their view of the world around them. This cluster included educators who work with children in preschool, pre-kindergarten, kindergarten, and first grade settings (n=18). Educators in this sample include childcare providers, preschool teachers and administrators, kindergarten and first grade teachers (including student teachers), and school counselors who predominantly work with the primary years. The three dominant themes emerged from these

educators: a) two through six year olds are aware of stereotypes, b) toys are a powerful influence on children, and c) educators were very disturbed by impact media has on children.

Two through six year olds are aware of stereotypes. When actually thinking about what young children know about gender, race, and class stereotypes, the teachers consistently recognized that even the youngest child was aware of stereotypes. This theme is illustrated by statements such as “it’s hard to think that young children can form such boxes for people at such an early age.” Several educators were amazed that children actually held stereotypical beliefs at such a young age, as demonstrated by statements such as “I am amazed at such a young age I hear ‘He likes a girl color!’ or visa versa” and “I was amazed at how early children will have these gender biases and how our culture in America strongly still perpetuates this” awareness. But in the early years, educators expressed that students are socialized with messages about others including “who ‘throws like a girl’ or ‘girls can’t... (Fill in the blank)’ or ‘boys aren’t supposed to do...”

Still others noted that “even at kindergarten differences are drawn for ‘girlie’ things and ways- what boys can do and girls can’t” and “clothing and appearance are responded to by 1st grade” suggesting expectations about who should look like and wear what based on gendered or ethnic identity. This discrimination can even result in one teacher noticing in first grade “some students picking on or making fun of another for wearing used clothes.” Educators realize that this socialization of stereotypes is a “subtle or not so subtle attempt to keep the races, genders, ‘in their place.’” Knowing that these young children are absorbing cultural messages about groups, one educator asked “How young is too young to teach this?”

Powerful influence of toys on children. Recognizing that toys are the “learning props” of children, many educators felt that it was “good to teach children that all children can play with all toys” or that it was important to “reinforce the fact that it’s okay for everyone to play with all the toys.” Another educator felt empowered by this awareness and stated that she would be more conscious “about picking out toys for certain groups. I will try to be more diverse with toys when I have a group of mostly girls or boys” instead of endorsing gender typed toy choices.

A sub-theme also emerged in recognition of how gender stereotypes are reinforced by the marketing of gendered toys. Educators became more aware of the ways that toys are marketed for specific genders have a strong influence on children’s’ toy choices and endorsement of gender stereotypes. One teacher stated that “I haven’t thought about colors of toys so much before and how the colors are geared towards boys and girls” and another felt the conference provided “a good reminder of how easily we and toy manufacturers use stereotypes in their products.”

Disturbed by impact media has on children. Several educators were disturbed by the power that the media has on shaping children’s’ perceptions of themselves and of others. Several agreed that they were “very surprised at the massive media impact.” Some were particularly disturbed as indicated by the following statements “makes you mad so much media is saturating our children’s’ minds” and that “it’s been a long time since I’ve opened one of these magazines. It was really revolting.”

Cluster B summary. The general themes for educators of two through six year olds deal with the increased effect from socialization as children being to interact with society and people around them. The themes illustrate the some of the causes and outcomes of this socialization.

There was a strong theme affirming that preschool and early elementary aged children were very aware of stereotypes. This awareness was surprising to many of the teachers in that students were discriminating against what different people should do. Educators also felt that the media influence on children shaped their acquisition of stereotypes. In addition, they felt that the marketing and gendered association of toys also shaped stereotypes in very young children.

Cluster C Themes

There were 33 educators in the sample that worked with seven to 11-year-old students. These students are typically in first through sixth grades, primarily at the elementary school level. The educators in this cluster include teachers and school counselors with grades kindergarten through sixth grade. Also included in this cluster are special education teachers, literacy support paraprofessionals, student teachers, and elementary teachers who work in bilingual settings. Professional staff members (a school social worker and a school psychologist) in elementary schools were also included in this cluster. One primary theme emerged from these educators about their elementary aged students.

Fourth, fifth, and sixth graders are at an optimal age to discuss social justice education.

More resounding than at any other age, children aged nine through 12 are at an ideal developmental stage to learn about social justice issues. This theme was supported by statements about the nature of children at these ages such as “[4th & 5th grade] students are generally compassionate with each other,” “I find that [5th grade] students are very aware of fairness,” and “[5th graders] are aware of fairness and justice.” The educators felt that students in these grades also tend “to be more open in allowing themselves and others to pursue activities, interests, or careers that seem counter-culture” or non-traditional for someone from their group. While

“today’s [elementary aged] children are more aware of injustices than we were, not that they know how to solve some of the problems they observe” they seem most receptive to discussing the issues. An educator stated that “[unfairness] in 4th grade is not noticeable, although race is our biggest concern in a bilingual school. We talk about many of these issues.” One educator of the older elementary students stated that they “notice differences and are becoming aware of stereotypes and injustice. I feel it is the perfect age to have discussions concerning social justice.”

Cluster C Summary. Developmentally it appears that something is taking place with students at this age that provides an opportunity to explore and challenge oppressive attitudes before they become too engrained. The educators felt that nine through eleven year olds (fourth through sixth graders) were at the most optimal age to learn about these issues.

Cluster D Themes

Educators within cluster D represent professionals who work with students from age 12 through young adults ranging from grades six through college (n=47). These educators work in a variety of capacities, primarily as teachers and counselors within junior and senior high schools. In addition, there were also one junior high school administrator, several special education teachers, several ESL/ELL teachers and paraprofessionals, a gifted/talented specialist, a para/mentor, student teachers, graduate students and college educators, and a parent volunteer with Girl Scouts.

Developmentally, adolescents (represented by cluster D) have reached operational thinking according to Piaget (Schaffer, 2000). Typically, this means that they have the cognitive ability to think abstractly and conceptualize hypothetical ideas. Because of these more

sophisticated logical capabilities, adolescents and adults are systematic, objective, and educable thinkers with mature skills related to classification and identity. Educators who work with students in this developmental stage expressed four primary themes. These themes are discussed below.

Socio-economic status issues are significant with junior high and high school students.

Many educators recognized that class related concerns are particularly evident and can have detrimental effects on those who are lower on the socio-economic ladder. Educators in this cluster stated that “SES is a huge source of bias at my school and kids know it.” One educator described the situation as “classism is right out there. You can see it by the clothes a person wears and their overt actions. Classism shouldn’t happen! I have many students who think they are better because they wear Abercrombie and Nikes!” The educators recognize the students’ awareness with statements such as “Students understand injustices better than adults do because they live them. They know who has \$, who ‘smells,’ and who struggles with learning English.” This awareness can result in social segregation as well, articulated by another educator as “students that live in the apartments get to know each other and form friendships- these students often have fewer financial resources.”

Educators indicated that this awareness can be harmful if “kids see socioeconomic advantages and lack of resources.... [and they] bring values from home such as if a person is homeless, for example, the situation is that person’s fault.” Educators also described the positive aspect of this awareness when stating that some students can tap into a “generous nature for helping others with food and school supplies.”

Several educators noticed that students can be left out of school opportunities because of finances. “Those with less financial resources seem embarrassed when they can’t participate in activities that cost.” Another agreed with that in fact, “yes [low SES students cannot participate in school activities that are costly].” A specific example is offered about how students are sometimes left out because of lack of money, at “my school one incident that stands out is students’ not being able to afford yearbooks and class rings and graduation announcements.”

SES issues can be mitigated to an extent if schools or peers provide financial support so lower SES students are not excluded. Educators also noted that if school communities recognize the need, they can step in to provide support to students and families that may need financial assistance to access opportunities and experiences in their schooling. Several educators stated that exclusion from school activities that are costly “is not a problem in our school. School picks up the difference [for example,] students with less financial resources not attending field trips.” Other educators also noticed the value of community contributions as indicated by the following statements “on a more positive side- when field trips occurred, I saw students helping out those who couldn’t afford to come by asking parents for extra money, etc.” and “I felt that my JHS students were very understanding for their age, students who could not afford a field trip were supported by the teacher or another parent.”

Junior high and high school students are aware of social injustice, but many may not be receptive to having beliefs challenged. Many educators recognized that by the age of 12, most young people are aware that some inequities exist for different types of people. However, despite this awareness, they may not be receptive to exploring these issues in school. This is reflected with statements such as “students are very aware of equality. I can’t think of specific

examples off the top of my head but the students are very aware of social issues. They are taught well by parents and society.” Another educator offers some examples of this awareness “students understand injustices better than adults do because they live them. Other educators describe a continuum of attitudes about these issues, such as “HS students have some awareness of these issues – some are very open, others are not interested, others are openly racist, sexist, etc. We run the gamut” or “some students are very sensitive to these issues, but most are oblivious, too self-centered to see or choose to ignore these issues.”

Students’ awareness of these issues may be misinformed, such as in the situation described by another educator.

My students are very perceptive to who is in leadership roles. They bring up all of these issues almost daily in class and do so in a way that attacks people. In some ways, though, they over use these words as a playing card without really understanding the meaning behind it. They just throw them around without any foundation.

Some educators believe that “students are actively aware of some types of difference, but uncomfortable when challenged in other areas (for example, the use of the term “gay” as an insult- I’ve heard “I don’t mean anything by it”, etc)” and that while “students are very aware, but some are less likely to act on that awareness.”

Intentional disrespect can also take place in junior high and high schools, as indicated by the statement- “I have noticed a disregard, if not disrespect, for students of different races, gender, and class injustices, as long as these do not pertain to the individual. I think more effort should be placed on teaching respect.” While at least one educator felt that high school students

had poor attitudes, they also believed that there are teachable moments as illustrated by the following statement, “many high school students have a chip in their shoulders and I’m not sure if they’ll “get it.” However, it does give students the opportunity to talk and think about issues and privileges.”

Other teachers felt girls in particular would not be receptive to exploring social injustice- “I think girls are typically catty and exclusive. Most girls find a way to keep other girls out of their group, usually girls not like them. They are far from understanding and making race and class injustices a part of their conscience.”

Strong influence from media on junior high school and high school students. Adolescents are common consumers of an increasing variety of types of media. Therefore it makes sense that the media would strongly shape their views related to gender, race, and class issues. Educators also recognized this influence with statements such as “they are all aware of the social injustices out there. They may not have a name for it but they see it in the media daily.” Others felt that participating in media awareness activities can allow students to be more critical consumers of media as indicated by “this is a great way for people to see just how impactful the media can be on reinforcing stereotypes” and “it will open their eyes about just what the media is ‘telling them’.” One educator put it this way, “How bombarded they are w/ images of stereotypes. How media portrays women & men. Again - easier for women to be outside box than boys. Even boys get images of perfect body, hair, looks are important for boys too. Sports getting more even, but still more tough guys/ boys.”

Educators feel that there are teachable moments for adolescents when exploring the impact of the media, as reflected in “I think to junior high kids to talk about the POWER of

MEDIA and ADVERTISING on their self image and expectations will be huge. Will be very cool to have kids find pictures and hear their thoughts and interpretations.”

Cluster D Summary. Four primary themes related to adolescents learning about social justice emerged. The first two themes related to socioeconomic status (SES) and how the SES of a student can dramatically alter their school experience. Students at this cluster are also aware of who wears designer labels, lives in lower income housing, or has money. Not having the same amount of financial resources as ones’ classmates can limit involvement or engagement in common school experiences such as getting a year book, attending a field trip, or purchasing a graduation ring. School communities can help to mitigate this by providing supplemental resources for students to not be left out of this important educational milestones and activities.

In addition to SES, educators of junior high and high school students also felt that their students were aware of social justice issues, but that they did not necessary want to openly discuss these issues. Lastly, educators also recognized the dramatic influence that the media has on adolescents and how this can promote and reinforce stereotypical images about people.

Specific Developmental Stages Summary. Based on the themes from educators at each of the Piagetian developmental stages, several meaningful themes emerged related to ideal opportunities within the developmental process to learn about social justice. Although two through six year olds are already aware of many stereotypes, educators thought that between the ages of nine through eleven, children would be most receptive to discussing social justice related topics. The educators felt that while they were aware after age 12, students would not be as receptive or open to discussing many of these sensitive issues.

Educators noted that the media played a strong part on stereotypes, along with toys for younger children. Toys were a significant aspect of younger children's gender socialization process as well. Socioeconomic status was a more significant issue during junior high and high school, and students were aware of who had more money than others. The classroom environment and interaction with families was most important for educators working with infants and toddlers. In conclusion, there are different opportunities and challenges for students at all developmental stages.

Question 2: Data Summary of FAIR Related Themes within Specific Developmental Stages

The second portion of Research Question 2 relates to themes from the educators at each specific developmental stage that pertain to the FAIR curriculum. The results reported in this section of the study will include each of the clusters (in order) and then a break down of themes that are related to each of the five activities. All of the educators were asked for their thoughts or comments about each of the five activities, in addition, they were asked to predict how their students would receive the activities. The following section presents the themes that emerged related to the FAIR activities within each of the developmental clusters. Appendix F (table 3) offers a summary of these themes.

Cluster A FAIR Themes

The small sample of educators working with babies and toddlers expressed one primary theme about the FAIR activities.

Unable to implement FAIR activities with birth to two year olds. Given the young age of children representing cluster A (zero to two year olds), the theme about FAIR in general is that most teachers of babies and toddlers would not be able to implement the FAIR activities. This is

supported by the following statements “although I learned from the FAIR conference I chose not to implement it in my classroom because I work with infants” and “I don’t think I will be able to implement the activities in my classroom.”

Cluster B FAIR Themes

Once children reach the pre-school years (ages two through six), educators felt that some of the FAIR curriculum is relevant, however other parts are not appropriate or would require modification. Regarding the FAIR curriculum in general, three primary themes emerged.

FAIR is beneficial and enjoyable. Many of the educators felt that the curriculum would be helpful. Statements supporting this theme include those such as- my students “enjoyed the activity” and “yes, I can use these activities; my students can benefit.”

Unsure if most activities would be effective with two to four year olds without adaptation, but some are appropriate for five to six year olds as is. Preschool age children, educators suggested, would not be able to enjoy the curriculum without modification for their young students. One educator described the situation as “I really enjoyed learning how to do these activities. I struggle with whether or not the developmental level of our students is conducive to these topics.” Another educator actually implemented parts of the curriculum, but said that “the activities I didn’t do were because I was afraid that developmentally these students wouldn’t be able to understand the concepts.” Another educator felt that the activities were “concrete enough for grades K-1, but the developmentally younger I’m concerned about.”

Difficult to find time to implement FAIR. Educators also expressed concern over finding time to integrate the curriculum into their classrooms. One educator stated that “my curriculum was already written and [there is] no space [for additional] lessons this year.” While a counselor stated that she had “offered to share pieces with other counselors but unable to find time yet” to train them to facilitate the activities.

Images in our Minds (Activity 1): Too advanced for preschoolers, may need to adapt. Educators expressed concern that two to six year olds may not be able to understand the purpose of this activity. This theme is supported by statements such as “I would really have to gear it down for my 4 year olds” and “concerns- [I need] ways to adapt to younger children 3-6 years.” Other educators were concerned that in “kindergarten maybe the kids won’t grasp this concept” and that “young children might not understand what stereotypes are. Might work better w/ 1st grade & up.” As children develop verbal skills, they might be more successful with this activity as indicated by “it’s excellent for the more verbal and those able to abstract.” However one brave educator said that “I work with preschoolers. Some of this would be way over their heads, but it would be great to hear what the kids had to say.”

Toys Sorting (Activity 2): Developmentally appropriate activity for three to six year olds, particularly because it is experiential. According to educators, the toy sorting activity seemed to fit more appropriately with three to six year old children. This theme is support with statements such as “I think this would be very age appropriate with my 4 yr olds,” “I really like this activity and feel that it’s developmentally appropriate for early education,” and “I look forward to presenting this to the children.” Others felt that the way that toys provided teachable opportunities with students at this developmental stage as indicated by statements such as, it is

“good to teach children that all children can play with all toys,” “I think this is a great way to reinforce the fact that it’s okay for everyone to play with all the toys,” and it is “good to teach children that all children can play with all toys.”

A sub-theme about this activity is that experiential learning with toys is good for preschoolers. Educators state that “hands on and great for young learners” and “hands on! Great!”

Image Collage (Activity 3): May be too difficult for preschoolers, but could modify activity. Educators felt that this activity would be “very hard with preschoolers,” but hopeful that “I also think it would work w/ my kids, scaled down a bit.” Another educator agreed with both stating that it “might not be appropriate for early education- but could be modified.”

Image Collage (Activity 3): Important to use developmentally appropriate ads. Educators working with kindergarteners or first graders felt that it was essential to screen out inappropriate advertisements if they used this activity. One educator stated “the magazines should definitely be developmentally appropriate. I don’t think it would be acceptable to show Cosmo to Kindergarteners.” Another educator suggested “maybe use ads with young kids or catalogs.” Whether a teacher was using catalogs or magazines, one educator stated that in “elementary school I’d need to pre-select ads” before distributing them to students.

House Building (Activity 4): Preschoolers are too young to comprehend SES. Several educators felt that children in this developmental stage would not have the cognitive skills to understand the messages and learning objectives associated with this activity. This is indicated by the following statements “I am not sure if they will understand or comprehend the money

issue” and that it would be “harder to do with younger students.” One preschool teachers said that “I’m unsure how it will go with the age group I work with (3-6 years) but I will try anyway.”

House Building (Activity 4): Good activity for older children. While some of the educators in this cluster did not feel that it was appropriate for preschoolers, several felt that it would be effective with older students. Statements such as “I think it would work better w/ kids older than 4” and that the house activity would be “good for intermediate ages” reflect this theme.

Marine Life (Activity 5): Too abstract for 2-4 year olds. Educators felt that younger preschoolers might not be able to understand what this activity is all about. Educators expressed their concern with statements such as “it was hard to think and do this. Extra examples might help young ones,” “it would be very abstract for the youngest children,” and “hard for younger students to conceptualize this.”

Marine Life (Activity 5): Older preschoolers and kindergarteners (5-6 yr olds) would comprehend and enjoy. As students mature, educators felt that this activity would be more beneficial and that they would find it enjoyable. Educators stated “I think children can related well with the animals” and “I think it is great. Children love to identify with other characters,” Another educator felt that the activity was “great, good for showing acceptance of all kinds of interactions and how they are okay.”

Cluster B FAIR Summary. Educators who work with two through six year olds felt that there was benefit to the FAIR curriculum, but that much of it might require adaptation for their young students. Many educators felt that the toy sorting activity would be good for most

students represented by this cluster; most of the other activities might not be as effective without adapting the activity to meet the developmental needs of their students.

Cluster C FAIR themes

Three primary themes emerged about the FAIR curriculum in general from the C cluster. These themes pertain to the opportunities and challenges of implementing the FAIR curriculum with first through sixth graders.

Activities seemed appropriate for 7-11 yr olds. This theme was particularly strong from educators who worked with students in the upper elementary school. Educators agreed that “students will enjoy the activities,” and “I think my [4th grade] students will enjoy the activities.” Another educator stated that “I think that my [5th grade] students would be receptive to those activities. The activities probably would make them think more critically about their context in this world.” Overall the feedback was positive for this cluster. Educators said that they thought “the curriculum has aspects that allow it to be implemented at various grade levels” and that “it will be well received in my school.”

Ideal opportunities to implement FAIR at beginning of year and other transitions.

Educators also noted that there were particularly ideal opportunities that FAIR could be useful, including orienting students to a respectful classroom at the beginning of the year, or as the students transition to new schools. This theme is reflected by statements including “I think it’s a great curriculum- I am especially excited to use it for my 5th graders as they get ready to transition to middle school” and that FAIR would be “useful after 5th graders have registered for middle school and are thinking about attending larger schools with increased diversity.” In creating classroom culture, one educator suggested that FAIR could become “an important piece

to include in my classroom curriculum (especially when establishing a community at the beginning of the year).”

Difficult to find time to implement FAIR. While many educators felt that FAIR would be appropriate and useful with their elementary aged students, they also recognized that logistical challenges of incorporating FAIR into their existing curriculum. An elementary counselor stated that “I wouldn’t want to split these activities into segments, so would need to bribe teachers to let me have more time.” Other educators also expressed concern over time with statements such as it takes “time to gather and create the materials needed to do” the activities, “I think the curriculum is very helpful although time is always an issue,” and “time is a factor, so I may have to split one activity into several components.”

Images in our Minds (Activity 1): Ideal for upper elementary students. Educators felt that the images in our minds activity may be too advanced for younger students and too childish for older students. They felt students in grades three, four, and five would be ideally situated developmentally to participate in this activity. Supporting statements include concerns that “the youngest students [K-2] might not ‘get it.’” However another educator stated that “my perception is that this could be used most successfully in upper elementary and older.” That sentiment is echoed by other educators who said “I can see this at the 3rd & 4th [grade] levels and the value add it can bring to their thought processes” and “Excellent! Would tend to think it would be more [grades] 3, 4, 5 than younger but haven’t tried it yet.”

Images in our Minds (Activity 1): Beneficial and enjoyable. In general, the educators were very positive about this activity reflected with statements such as “great awareness activity. It is a non-threatening activity that is teachable.” They felt that their cluster C students would

enjoy the activity as reflected by statement including “I think they will enjoy this and be challenged to find images on their own,” “I think this activity could really build excitement with my students,” “I think this will be great with the kids at my school,” and “Kids will love it!” Educators were enthusiastic about the response of their students to this activity with statements including “kids will enjoy this activity and I predict some pretty interesting comments,” kids will enjoy this light-hearted activity,” and “they will love this! They might be surprised as to the outcome.”

Images in our Minds (Activity 1): Risk of reinforcing stereotypes and creating discomfort for stereotyped children. While most educators felt that the activity was beneficial for their students, several educators had concerns about implementing the activity with seven to 11 year old students. This concern was expressed in statements like “perhaps it solidifies an image in their mind instead of educating them,” or “minority kids might feel self-conscious or embarrassed.” Another educator was concerned that it might “provoke their own sense of homophobia? “That’s how girls should be” If your not...especially if girls say parents wanted them to play with trucks but the didn’t want to!”

Toy Sorting (Activity 2): Ideal for elementary, especially primary years. Educators across this cluster felt that this activity would be successful with younger students. Statements reflecting this theme include “good for younger students. It would be interesting to see the different results of age groups” and “diversity should start off very early with learning props” like the toys. Several other educators agreed that the toy sorting activity was particularly ideal for kindergarteners with statements about the toys sorting activity such as “great for K level to get them to start thinking about gender roles” and “this will be great with kindergarteners”

because it is “easy for students to comprehend.” Another educator felt that all elementary aged children would benefit by stating “this is an activity that lends itself well to all K-5 students.”

Toy Sorting (Activity 2): Fits well with career units. Several teachers of elementary students felt that this activity would be appropriate for units that address careers in order to help children think more objectively about careers based on interests and competencies, not gender. This theme is reflected with statements such as “it is a good lead in for career awareness” and we can use this to explore “careers of all kinds.”

House Building (Activity 4): Powerful and thought provoking activity. The house building activity elicited very strong reactions from many of the educators in this cluster. Many of the educators were very positive and felt that this activity was powerful and would challenge the students to really think about socio-economic influences on society. Educators responded with comments such as, “I liked it a lot- very interesting to observe the stereotypes the other way (snobs in the big house, rather than stereotyping the poorer one in small house)” and that the house building activity “brought great clarity to my mind- that only experiencing it could do.” Another felt that it was a “really powerful activity [that] can help with group dynamics, [and can] give students a different perspective on their living situations.” Other educators noted that the activity was “lots of fun! Very powerful and certainly evokes the exact kinds of feelings you would predict” and “AWESOME!”

The nature of the content related to socio-economic class also emerged within this theme. One educator stated that “I’m glad we talked about gender and class issues. I think these are often overlooked and the main focus is usually on [racial] diversity and acceptance.” While another educator recognized that because of the demographics unique to their school, special

challenges may exist as articulated by the following statement- “one of my schools has a mainly homogenous group in terms of class- will need to do lots of prompting to address this area of difference.”

House Building (Activity 4): Brings up many emotions. Potential for emotions was another dominant theme throughout this study, but particularly evident within this cluster was the emotionally charged nature of discussing socio-economic differences. Educators expressed concern about the feelings that may be evoked for students from certain economic levels while participating in this activity with statements including “presenting in class will be tough- how will wealthy/poor kids feel? (But I know we need to talk about it! :))(That is multicultural ed!),” and “it might be real emotional for some, but it is reality! It's important to stop sugar-coating everything. For privileged ones to know that not everyone has what they do.” Other educators were more concerned about general reactions such as being “concerned about tears” and the presence of “emotions of guilt and anger on everyone’s parts.” As a strategy to address these emotional reactions, one educator stated “dealing with strong emotions is a concern. I think I would like the additional support of a school counselor.”

Some educators felt the affective response to this activity would be positive with statements such as “the kids were open to the discussions. I think they feel good about themselves. The house building activity is the best one in the area of experiential learning” and that the students would be “very open to discussing the issues but struggled with their feelings during building-a-house. They left feeling inspired and optimistic. The experience was vital.”

Other educators had less optimistic reactions. Some felt that the activities could evoke very negative reactions, such as the feelings described in the following statements. The house

building activity “made me [teacher] angry. They [the students] might get angry about what they don’t have. The house thing really got to me. I felt better before I came.” Another educator stated “I did not like it personally. I think it creates an atmosphere of hostility and hopelessness.”

House Building (Activity 4): House activity is risky. Perhaps due to the emotional reactions experienced by some of the educators, some felt that facilitating this activity with students came with significant emotional risk. Educators expressed their concern with statements about facilitating the house building activity such as- that it holds “inherent danger and [is] very risky in a low-income school. I could adapt the activity in other ways to make it become less risky” and I “see tons of risk in my environment and little value.” Other educators articulated this risk with statements about potential outcomes such as “I think this activity has the potential to cause problems and get complaints if it is not delivered and executed properly” and “I have great [socio-economic] diversity and this activity may be difficult for some. This activity may really stir the pot!”

Marine Life (Activity 5): Fits well with existing programs. Several educators noted how this activity would greatly complement other programs including special education, and programs designed to reducing the incidence of bullying, develop character, and resolve conflicts. Educators expressed this theme with statements such as “will line up nicely with “3 B’s” of Bully proofing curriculum- Shark = bully, Carp= bullied Crab= hurting bystander,” “wonderful since I already use fish as an example for similar activity. Fits nicely with it,” “great to add to “Peace Place” lessons or true colors style lessons,” and that the Marine life activity is good for “group ideas for Special Education.”

Marine Life (Activity 5): Good for elementary, especially primary years. For students in the seven to eleven year range, most educators felt that it would be better for the younger students in this cluster. Educators thought that the marine life activity would “work well with the elementary population” because for older students it might seem “a little corny- maybe a little too young to identify with.”

Cluster C FAIR Ssummary. Educators who work with seven through eleven year olds felt that there was benefit to the FAIR curriculum, and that during these ages the students would be ideally suited to participate in the activities. Strong reactions to the house building activity also emerged. These themes dealt with strong emotions that might emerge from participating in the activities and also great potential for risk for students who participated (particularly students from lower income families).

Cluster D FAIR Themes

Many themes emerged from cluster D related to the FAIR curriculum. Eight themes from educators of adolescent and young adult students pertain to the FAIR curriculum in general.

Challenging to fit into some subject areas. At the junior high school and particularly the high school level, many educators felt that it would be difficult to incorporate FAIR into the content of their classes. Classes such as foreign language, business, and science were expressed as particularly challenging. This theme is supported by statements that include the following- “I believe that it is important for students to be aware of but it is hard to integrate in certain subject matters. Regardless, if we can all touch up on these issues, it will help our kid” or expressed by another educator as “I think the concept is great, but must be modified to be implemented in a typical classroom.” This theme is reflected in other themes more specific to the activities.

FAIR fits well into some subject areas. Where as some educators felt challenged to make the curriculum and social justice content fit into their subject areas, other educators felt that FAIR would fit very well into their class. Several educators described how they would incorporate social justice and FAIR into their classes as illustrated by statements such as “I will use FAIR in my health classes,” and “my curriculum (social studies) really allows me to slip FAIR in.” Another educator described a orientation class that FAIR would be appropriate for in the following statement “we offer a class for new students at the beginning of that year and I want to implement FAIR into that class because the teacher talks about those issues.” Several educators felt that the curriculum was also useful in career related units with statements such as “it would help me expand career explorations for both sexes.”

FAIR can be adapted/modified to fit most subjects or Special Education. While educators felt that some subjects posed greater challenges for incorporation than others, many educators believed that the FAIR curriculum was flexible and could be altered to meet the needs of their students. This is exemplified by statements such as “I learned a few activities that, when modified, can be used to discuss issues of race, sex, and class with my students” and “broad activities were presented, but could easily be made more specific and content oriented.” Another educator felt that it was worth the time it took to intentionally customized to work with special education students in the following statement “I learned the importance of taking the time to integrate these lessons into my teaching environment. Adaptations will be necessary but not impossible to plan for working with students that have developmental disabilities and short attention spans.”

FAIR is too elementary for junior high and high school students. Many teachers of students 12 years and older appreciated aspects of the FAIR curriculum in general, but felt that the level was not appropriate for their junior high and high school students. Statements that reflect this theme include- “only the house-building seems appropriate for junior high and high school level,” “some parts of FAIR seem to cater to elementary students,” “I think they are great for elementary school level, [but] I am not prepared to do the activities without modification,” and “I think younger students would react well, but I am not so sure about high schoolers.” Another educator felt that while the curriculum seemed geared towards younger students, it could still be beneficial for those who are older as indicated by the statement “I think the students will think some are silly and goofy but they should learn something during the feedback sessions.” Lastly, one educator was hoping that the curriculum would be a better fit for older students-“I feel disappointed- the curriculum is very elementary- I was hoping for something more ‘advanced.’”

FAIR can be adapted or modified to fit junior high and high school students. While some educators felt that the curriculum was not geared towards older students, others felt that with some modifications they could adapt it to fit the needs of students at levels above elementary school. Educators wrote statements such as “I feel it would have to be modified to make it feel real to jr/high school students (i.e the blue/pink box example)” and “I feel the activities presented were fairly elementary based so they will need some adaptation in my class, but the students will appreciate the discussions,” and “I feel the activities presented were fairly elementary based so they will need some adaptation in my class, but the students will appreciate the discussions.” Other educators wanted specific ideas and strategies in customizing FAIR to fit their students.

This was indicated by statements such as “I’d like to see more ideas for adapting FAIR into secondary curriculum,” “concepts all good. Need to provide examples of adaptation,” and “more secondary applications would be helpful.” One educator stated this theme articulately when stating “as long as you curtail the content to the age you are working with the student will receive the information.”

FAIR is useful, helpful, safe, experiential. While there were developmental critiques of the curriculum, many educators felt that there was value in FAIR. They appreciated that it seemed like a safe way to communicate important issues about social justice to students and that it did so in a way that was experiential for the participants. Educators articulated this theme with statements such as “I think it’s good, though provoking “stuff”. I like how it takes the common everyday- and pulls out a different perspective for kids,” FAIR “gives awareness & personal responsibility w/out slap in face or humiliating way,” and “I think it is fantastic and relatively easy to do.” Many educators felt that FAIR would be useful in their classroom. They said “the games and stories are going to be useful in my classroom” and “very positive curriculum. Proactive. Provides an opportunity for children to talk openly about these issues.”

Educators reported appreciating the format and style that the activities are designed to be facilitated when stating “I like the way you packaged the activities. Here is what you do, the materials you need. This makes it easy for us,” “my students are going to love it, I can already hear them debating,” and “the vast majority of my students would be intrigued by these activities because they love to talk about their own experiences. Others highlighted how simple the activities were by stating “the workshop was great. The activities are simple and easy to use, guide, and prepare” and “I also learned that activities can be simple and still get across a

powerful message.” Perhaps because of its simplicity, one educator shared that FAIR is “very good. I think students will be very open to the curriculum as well as administrators.”

The experiential and hands on nature of FAIR was also noted by several educators when they stated “great thought provoking hands on stuff,” and “very active & interactive. Hands on stuff.” Other educators expanded on that aspect of the theme by stating “ I learned so great activities to take right into my classroom, which is exactly what I’d hoped for” and “it gave me a lot of food for thought and I like the activities because they are “hands on” ready for me to use instead of just a philosophy.”

Several educators highlighted the benefits of FAIR for their students by stating “I think these activities are great! I think it is true that honest, open, frank and age-appropriate interventions re: isms can be meaningful and growth promoting” and another who responding after implementing the curriculum with junior high students stated “my students have begun to treat each other a bit more fairly [since implementing FAIR].” While feeling that FAIR did not provide new information to one educator, that educator felt that there was still benefit and helpful with the following statement

The FAIR curriculum I think is great. It’s not revolutionary in my opinion. But it gives me a framework of lessons I can use with my students. I try to model fairness and promote fairness, but I haven’t had a conversation with my students. This provides me with a solid framework to begin having more conversations and take it to the next level.

FAIR good for transitions and orientations. In addition to being an appropriate fit for certain academic subjects, some educators felt that FAIR was useful when orienting students to a new class, school year, or school. Statements supporting this theme include “we offer a class for new students at the beginning of that year and I want to implement FAIR into that class because the teacher talks about those issues” and “good activities, especially as icebreakers early in the year (1st week of school). Then I can refer to the metaphors the rest of the year when I hear a student say “That’s gay” (or whatever), rather than sending them to the office, making them apologize, etc...” Several other educators reiterated this application of FAIR for the beginning of new classes when stating “I think at the beginning of any “new” class. This idea would be great for setting the ground rules of respect in the classroom” and “I will “certainly [use FAIR during] the 1st week of school next year (several of the activities).”

Difficult to find time to do FAIR, especially with standardized testing emphasis. While many teachers felt that FAIR was useful, many also recognized that it would be challenging to find time to fit FAIR into their school district mandated curriculum. Educators reflected a school culture that did not afford teachers extra time to prepare for social justice education or time to actually implement it. This theme is illustrated by statements such as “TIME is an issue for me,” “I could implement FAIR, My problem would be time,” and I need “more time to create lessons.” One educator suggested that “perhaps parent volunteer could come into my class and help put together supplies. TIME. TIME, TIME.”

Strong academic pressure to achieve well on the state wide standardized examination was also expressed as one specific reason finding time would be difficult. Educators expressed this with statements such as “the student’s haven’t talked a great deal about this issue within my

classes. Our school has been so concerned about CSAP [standardized test] scores we haven't focused as much on affective issues," and that their school had a strong focus on "CSAP" exam [standardized test].

Images in our Minds (Activity 1): Too elementary for adolescents. Many of the educators felt that this activity was beneficial, but not an appropriate level for junior high and high school students. Educators articulated this theme with statements such as "story is boring and too low-level for high school. If the story was better, it could be good for jr high and high school level," "I feel this activity would work better with younger students," and "story would need to be adapted and then I think they'd respond well. I think they might not admit it at the time in class, but would become more aware." Another educator stated "I think it may be too obvious to them- or that they may 'figure it out' and say other things to appear more aware without truly reflecting on the stereotypes" suggesting that the nature of the activity was not challenging enough for this age student.

Images in our Minds (Activity 1): Appropriate for junior high and high school students. While some of the educators felt that the activity was too elementary for adolescents, other educators in this cluster felt it was appropriate for their students. Statements such as "perfect for JHS and HS students," "I can see myself doing this for sure," and "the activities will be well-received by most" illustrate this theme.

Images in our Minds (Activity 1): Useful, enjoyable, good, & safe starter activity. For many of the educators who felt that this activity was appropriate for their students, they articulated this appropriateness in the context of the activity being useful, fun, and a safe way to introduce the concept of social justice and forms of oppression. These educators expressed this

theme by describing it as “easy to implement- could easily be a ‘sponge’ activity would motivate students,” “easy for general population,” “I think this will be the one they’ll respond to the best (most enthusiastically- raising discussion points) due to its simplicity,” and that “kids will receive this well. Kids love to be read to. Plus this activity would generate much discussion.” One educator described the activity as a “good way to demonstrate internalized stereotypes in a quick and effective manner.”

In terms of the activity being a good way to introduce or start the conversation, educators stated “this was a great introduction activity to get students and adults started. They need time to become aware of what they perceive,” “it is a safe activity to begin with because it is listening and they imagine in their heads,” and “good starter activity- I didn’t realize I would have the images I did in my head.”

Several of the educators also felt that this activity would be useful to participants in identifying the stereotypes they possess to increase their own awareness. One educator described this by stating “I think the students will be surprised about their reactions and they will begin to be aware of their perceptions.” This increase in self awareness was also relevant for the educators who participated in the activity during the conferences. They stated “insightful when I did it made me think of my own perceptions and consciously try to change them” and “thought-provoking. Personally disappointed (in myself and in how we internalize societal images).”

Images in our Minds (Activity 1): Not helpful, may offend some students. While some educators felt that this activity was very positive and useful for this population, others had concerns about the activity. Some educators felt that the activity was not constructive and that it might actually have adverse reactions to students by either solidifying the stereotype or

offending members of stereotyped groups. This theme is illustrated by educators expressing statements such as “I had concerns about using this activity in a high school setting and actually having them not cause ostracism” and I am concerned “that some ethnicities might get offended.” Others described the activity as “not so helpful to me- I actually did not have the images of the characters- I was more centered on the sequence of events. I’m not sure that it would be very powerful- but that just may be my lack of seeing it. To be honest I wouldn’t do it.

Another educator also felt that the activity did not generate the stereotypical images, but images that reflected the educator’s own personal experiences with people in different roles. This educator described her experience doing the activity as

to me, not valid. As the story was being read, I thought of my own experiences and put those into context. Ex. I grew up with a Japanese mayor in my town, so I thought of the mayor as being Japanese. Ex. I had just seen Officer O’Dell (from Rocky’s Auto) at the stock show, so I thought of the officer as being black. It seems as if I based assumptions on my most recent or integral experiences.

Images in our Minds (Activity 1): Would fit well into certain subject areas, such as ESL or career related subjects. This theme reflected several educators’ thoughts on how the images activity would be relevant and complement the content of their courses. Several educators felt that the activity would be “great- [I] could tie into a unit on careers very easily. Other educators felt that the activity would be “easily integrated into the ESL curriculum” and that it would be good for teaching “ESL [because] all learning styles & academic levels can do this.”

Images in our Minds (Activity 1): Need to adapt to subject area. While some educators felt that this activity would fit well within their subject areas (as described in the above theme), others felt that modification of the activity would be required to make it fit for science or business classes. This theme is reflected with statements such as “I will use a science story instead. It would be helpful if you could find stories for the different disciplines for high school students,” “I’ll modify it to include scientists,” or “I will change stories to business topics ‘the secretary delivered the document to the CEO.’”

Toy Sorting (Activity 2): Too young for junior high and high school students. This relatively strong theme articulated the concern of educators that this activity was not sophisticated enough for adolescent students. Supporting statements include “K-6: ok. 7-12: silly, unless in human development unit,” “too simplistic for JHS and HS students,” “baby-ish,” “seems it works best with young children,” and “might be difficult to engage high school students.” One educator felt that “the toy sorting seemed a little childish but I will try it because I may be surprised how high school students perceive gender roles.

Other educators suggested modifying the activity with statements including “older kids might do better with continuum,” “this needs to be adapted to meet needs of older students,” and “good activity. Need to modify for older kids.” One educator said “I think this one would have to be geared up for high school” students.

Several educators had specific ideas for how the toy sorting activity could be modified to meet the specific content areas relevant to a high school setting. These statements include “good [activity], but we will change to be business skills that need to be sorted –file paperwork –data entry –salesperson –CEO, etc,” “I’ll modify it to include scientific equipment,” and “I will use a

science story instead. It would be helpful if you could find stories for the different disciplines for high school students.”

Toy Sorting (Activity 2): Resistance to binary model (only pink or blue), need more boxes (to include gay, lesbian, bisexual and transgender people). Several of the educators in the study expressed concern about the structure of the toy sorting activity. They felt that there needed to be more than the two boxes available to put the toys into. This binary conceptualization of gender (only male or female) did not feel comfortable or inclusive to some of the educators. This theme is reflected by statements such as “I didn’t want to put in just those 2 boxes. I do behave differently- with greater freedom. It was almost hard to do what I believe is wrong/limiting toys for kids,” and “what happens with transgender folks/children?” Another educator expressed concern that students “may have problems- hard to talk about gender roles- get into issues of ‘gay’ guys who like ‘girl’: stuff and ‘lesbian’ girls who like ‘boy’ stuff.”

Toy Sorting (Activity 2): Appropriate & effective activity to identify gender stereotypes. While some educators had concerns with this activity, many of the educators felt that it was an appropriate and effective way to help students to recognize the gender stereotypes that they held, and to challenge them to resist those stereotypes. Educators stated that the toy sorting activity was a “good activity to help with gender stereotypes, very hands-on,” a “good activity. Fun, simple, and very clear way to demonstrate gender roles and challenge them,” that “this will work well with all my classes,” and that “any age group would be willing to do this.” One educator felt that although “it would be hard to fit it into my classes, I think students would enjoy it.”

Others articulated the outcome of this activity as they envisioned facilitating it with their students. They felt that “this is a good visual way to have people see what the stereotypes look

like between genders” and that it would be “fun and eye-opening about how society sees gender roles and how changing those roles can be difficult.” For students at the junior high level, one educator felt that the activity would be “excellent. At JHS, gender issues are enormous. Boys and girls are struggling with their identities.” Encouraging students to recognize the “stereotypes of boys & power of boys. Stereotypes of girls and submission or lack of” power and learning “respect for girls/women traditional roles & qualities” would result from participating in this activity at the junior high and high school levels. Another educator said “I think junior high kids will enjoy children’s toys and feel “safe” in what is boy or girl toys- I think it will be thought provoking and even mind changing for the kids.” One educator “loved this activity especially using the common box.”

Images Collage (Activity 3): Adapt for subject areas. While many of the educators felt that there was benefit to using this activity, some also felt that they needed to modify the activity to fit within the content of their subjects. One business teacher said “I will use corporate images” and science teachers said “I can use this activity as is. I may just add that they try to relate the pictures to those in the scientific community” and “I’ll modify to include science photos – ex. Hiking, star-gazing, and tie into careers in science. I’d them put collages in front of classroom as reminders.” Another educator stated that the class is “doing a career unit now and I think this will impact their career choices. It will open them up for the range of possibilities.”

Images Collage (Activity 3): Enjoyable, experiential, & fun. Many of the educators working with adolescents felt that the students would enjoy doing this hands-on activity. They said that the activity was “great. Students will really get into this” and “this would be easy and fun for teenagers. They could then point out images portrayed in movies and on TV.” Others felt

that “this would be a good hands-on experience and a group activity. They would really enjoy this using age appropriate materials” and that “students will enjoy the activity and engage in it. I would probably begin by talking about common stereotypes they encounter.” In describing the experiential aspect of the activity, one educator said “I think this activity really let you put thought into action. I will use this one. Find it fun and interesting.”

Image Collage (Activity 3): Media awareness about oppressive stereotypes. Several educators noted the impact that this activity could have on students’ awareness of stereotypes that are perpetuated in the media. These educators recognized the powerful influence that the media has on society, and adolescents in particular. This theme is illustrated with statements such as “this is a great way for people to see just how impactful the media can be on reinforcing stereotypes” and “it will open their eyes about just what the media is ‘telling them.’” One educator expressed the oppressive stereotypes perpetuated by the media as “how bombarded they [adolescents] are w/ images of stereotypes. How media portrays women & men. Again - easier for women to be outside box than boys. Even boys get images of perfect body, hair, looks are important for boys too. Sports getting more even, but still more tough guy boys.” Another educator thinks that it is essential for “junior high kids to talk about the POWER of MEDIA and ADVERTISING on their self image and expectations will be huge. Will be very cool to have kids find pictures and hear their thoughts and interpretations.”

Images Collage (Activity 3): Students can bring magazines to make more relevant and save time. In order to ensure that the images used in this activity are relevant and meaningful, and to save educators time in collecting the magazines, several educators suggested having students bring in their own magazines or clippings to do this activity. Supporting statements

include “Some of the magazine clippings were disturbing. I like the idea of finding own clippings,” “I liked the suggestion of kids bring magazines,” and “students would need to bring in magazines.” Another educator said “I don’t usually hang onto my magazines. Thus, I will need to collect some magazines for awhile to prepare for this activity.”

House Building (Activity 4): Powerful activity. Across the cluster and study, this activity generated the most thematic feedback from educators. Many educators felt that this activity was extremely powerful and had a great deal of potential to influence students about classism and socio-economic issues. Educators responded with comments such as “Wow! This is powerful” and “the house activity had the biggest impact on me.” Other educators appreciated the experiential aspect of the house building activity, as indicated by statements such as “I liked it. Creative. Hands on” and “excellent- most beneficial. We were able to visually/physically construct and judge ours and others’ work.”

The relevancy and applicability of this activity was also included in this theme. One educator felt that the activity would be “very useful in American History/Social Studies class. I will use it when teaching the Bill of Rights and discussing the concept of fairness for all members of society” and that there are “so many ways to use this activity. I think the kids will get into it.” While other educators expressed concerns about the activity (as described subsequent themes), several educators felt that this activity was a powerful way to learn about classism. Educators expressed this aspect of the theme with statements such as, the activity was “fun, even though I was in a “poor” group. We brought up issues of the importance of time with family and friends rather than status symbol possessions” and “I think students will be enlightened and poorer students empowered.”

House Building (Activity 4): Have two facilitators. Perhaps because of the powerful nature of this activity, as illustrated with the above theme, several educators suggested utilizing two facilitators when implementing this activity with students. Educators felt that the students “will have fun with it but it will be very emotional for some and I will need another person with me ‘just in case,’” and ‘I feel on a few of these activities, such as, the house building needs to be facilitated by 2 or more adults.’”

House Building (Activity 4): Ensure time to process. Again because of the powerful nature of this activity, educators also felt that it was essential to have time for the students to process what they had just experienced. Educators felt that the “example [provided in the house building activity] is great. I think it would also has to be debriefed with the students in-depth” and “I think with it MUST come a huge dialogue around what it means, how we positively or negatively perceive \$, wealth, and how \$ isn’t bad, but that with \$ comes responsibility and that happiness, potential, etc is perspective.” One educator recognized the time limitation experienced in many schools as articulated in the statement “I am concerned about process time with my kids on this one.”

House Building (Activity 4): Risky activity. In addition to the powerful nature of the activity and the need for time to process with several facilitators involved, some educators felt that this activity simply posed too much risk for students at both ends of the socio-economic spectrum. Educators who supported this theme felt that the risk greatly outweighed the benefit that could be derived from participation in this activity. This theme is articulated by statements such as “Ok... I think some would be frustrated and that their attitudes would overshadow the outcome. I also think some would be embarrassed and not likely/willing to talk about their value

and SES,” “this activity is a bit more risky,” and “I am not sure how I would keep this activity safe for everyone.” Other educators expanded on the theme by describing potential outcomes for students. One educator said “initially this provided some interesting thought, but I also think it has a weird degrading aspect to it.” Another educator felt concerned about risk for middle and upper middle class students at the school as illustrated by the statement “okay. Don’t want to attack students who are privileged. They are a minority at my school.” After implementing the activity, one educator described the somewhat hopeless feelings expressed by the participants in the statement “the students didn’t like how they saw themselves casting judgments during this [house] activity. They asked how they could get others out of the social class when the discovered they couldn’t get themselves out.”

House Building (Activity 4): Emotional activity. In addition to concern about the house building activity being potentially risk, some educators expressed that this activity was particularly emotionally charged and could generate intense feelings for some of the students. This theme is also connected to the themes related to ensuring time to process this activity, needing two facilitators for the activity, and potential risk in implementing the activity.

This theme is expressed by educators who stated that “the kids probably will feel bad/weird/awkward when they are done. Upset them,” “I don’t want to leave any kids in an upheaval,” and “the most touchy activity. Good activity just have to be a good facilitator to make sure no one is made to feel vulnerable.” Other educators expanded on this theme by sharing their reactions to implementing the house building activity as indicated by statements such as ‘I am hesitant on how the lower SES students might feel about this (I am on the fence)’ and “I could see some people becoming very upset with this.” Deep was a term that was also used to describe

the emotional nature of this activity. This is depicted by statements such as “deepest activity. Most seen oppression” and participants might react “deeply and emotionally? I hope they appreciate what they have, understand the sense of entitlement we breed in America- or sense of values on “things” See human value and qualities as important as things.”

Marine Life (Activity 5): Better suited for younger students. This theme was relatively strong in this cluster with regards to the appropriateness of this activity with students at the junior high and high school level. Many educators expressed this theme with statements such as “I think would work well with younger students,” “better with little kids,” and expecting that adolescent students might “feel this was a little babyfied for their macho style.” These educators repeatedly felt that the marine life activity seemed “geared at elementary (young K-3) and I’m not sure how to adapt for Jr. High/ High school,” “good for younger children. To infantile for middle/high schoolers,” and that “younger students would probably love the creatures. Older students might scoff, think this activity is silly.” Other educators supported this notion that “HS students will think it is kind of corny,” “High school: make fun of it. Middle school: Variable” and “I didn’t like it. [It is] too elementary. My students would be insulted by its elementary level.”

Marine Life (Activity 5): Metaphor did not make sense. Several educators expressed a lack of understanding of the metaphor used in this activity. Supporting statements include “my group didn’t comprehend the metaphor very well,” “I’m not sure if students would pull the intent out of this activity as well as the others without a lot of dialogue and examples,” “not sure if this will work with my students.”

Marine Life (Activity 5): Strong, fun, creative, and applicable. Despite some reactions from educators that this activity was not appropriate for junior high and high school students, others felt that it was a good activity to use with this population. Supporting statements from educators include “good activity. Liked the piece about drawing a picture to make it personal for the person doing the activity,” “good. I liked it. It gives a lot of common and entertaining language to discuss relationships,” and “great- fun way to look at human behavior in many situations.”

Some of the educators also appreciated the metaphor with this activity with supporting statements such as I “can use ‘fish’ terms to remind a student of his/her behavior at the moment,” “the metaphor is great. I think I would change some of the imagery with my students,” “good activity. I like showing all sides of human character and it’s okay to admit and be all,” and “I liked relating personalities to animals- good visual aid. Fun activity!!”

In addition, some educators felt that the students would find this activity fun and enjoyable. Statements that support this aspect of the theme include ‘with pictures and working with one sea creature at a time it would be fun. I would also teach this in a multidisciplinary manner so the lesson becomes concrete with hands on experiences” and that the “students will probably like this since they love animals. This has many similarities to ‘personality’ components which I utilize with students. I think they will ‘get’ this activity and recognize what is speaking to them at any given point in the day.”

The last aspect of this theme involves the applicability of it. Educators felt that it was particularly applicable because of the self-reflection involved with participating in the activity. The educators felt that “students will be very honest with this one. This one is personal,” that “it

was a good way to teach how to advocate for yourself and others,” and that it “seemed good, [and that it] helped me reflect on my own actions.”

Cluster D- summary. The themes that emerged from educators within the cluster of adolescents produced several findings. These findings illustrate that there is benefit to utilizing the FAIR activities in junior high and high school settings, although it seems more ideally suited to younger students. In addition, there are many logistical challenges that face educators at this level including creatively adapting the activities to fit different academic subject areas and simply not having the time to prepare for or actually implement the activities with their students.

FAIR Specific Themes within Cluster- Summary

The results from the cluster specific data analysis of the FAIR curriculum were quite informative, as illustrated in Appendix F (table 3). While students from cluster A (birth to two) are not at an age where the activities can be implemented, cluster B and C provides valuable opportunities (some with activity adaptation) to use FAIR. Some educators in cluster D felt that the activities would fit, others felt that were more ideally suited to upper elementary aged students. The toy sorting activity seems best for the youngest students. The images in our minds, image collage, and marine life activity both seem better for elementary students, while the house building activity seems better for older elementary and beyond. Some educators appreciated most of the activities, but many had concerns and apprehensions about introducing certain aspects of the curriculum related to stereotypes (images in our minds) and socioeconomic diversity (house building). They felt that the potential emotional risk was involved in doing these, particularly the house building activity with older students who appear to be more sensitive to SES issues.

Question 3: Data Summary of Themes across All Developmental Stages

The third question inquired about the themes across all of the developmental stages (both general issues and issues specific to the FAIR curriculum). These results are not cluster specific but reflect themes that emerged from the entire sample of educators. The educators work with infants through college students in a wide variety of capacities including teachers, counselors, administrators, and other staff positions. Results from this section are presented in appendix G (table 4).

This question was asked to identify any of the meaningful and salient themes that were not based on developmental stages of their students, but represent more general issues about integrating social justice issues and specific reactions to the FAIR curriculum. As with the cluster specific themes, these are presented in this section according to general themes and than themes about FAIR and each of the five activities.

General Themes Across all Developmental Stages (not cluster specific)

Seven themes emerged from the analysis about teaching social justice issues in general. These themes are described below and include: a) Social justice issues are intense and emotionally charged, especially issues related to socio-economic status; b) talking about class is risky and can cause feelings of guilt, anger, and vulnerability in teachers and potentially students; c) similar students stick together, particularly students of the same race; d) racism is subtle and insidious, and can be internalized by people of color; e) educators were disturbed by impact media has on children, particularly about gender, f) girls are allowed to be “out of the box” more than boys are; and g) educators need institutional support for successful social justice integration. Each of these themes is reported in the following section.

Social justice issues are intense and emotionally charged, especially issues related to socio-economic status. This was a very strong theme throughout all of the clusters. Many educators expressed feelings related to the emotional nature of addressing these issues. Several educators articulated this with statements such as “it’s a really intense topic and there are a lot of risks in these discussions as far as vulnerability goes,” participating in the conference “made me aware of how intense and emotional these issues are,” and that it “brought home how intense feelings are around these issues.”

Other educators expressed intense feelings that they experienced or concern over what students might feel when learning about social justice. One felt “angry and frustrated” and was “concern[ed] people may feel guilt,” and recognized “that there could be emotions of guilt and anger on everyone’s parts.”

Despite the emotional nature of this subject matter, the educators also realized that it was reality that needed to be addressed in the educational setting. Educators illustrated this with statements such as “it might be real emotional for some, but it is reality! It’s important to stop sugar-coating everything. For privileged ones, to know that not everyone has what they do” and “race, class, and gender inequities exist and breaking down barriers is the greatest challenge. It can be done but has to be delivered with caution.” In addition to addressing social justice in the classroom, educators also realized that they too were experiencing feelings related to this awareness. One educator stated “overall, my experience has been that I am only slowly becoming aware of the –isms of which I’m guilty of perpetuating. The more I experience in life, the more my eyes are opened and I can work to change the –isms ingrained in our societal institutions.”

Talking about class is risky and can cause feelings of guilt, anger, and vulnerability in teachers and potentially students. While many educators felt that any of the social justice issues that were discussed at the conferences were emotionally charged, many described class related issues as particularly emotional and could cause people to feel guilty, angry, or vulnerable. This theme was illustrated by many statements from educators about class, including comments in response to the house building activity.

These statements include a concern for both lower income and higher income students. For example “Okay. Don’t want to attack students who are privileged. They are a minority at my school,” “will this negatively effect children to dwell on things they don't have,” “presenting in class will be tough- how will weathy/poor kids feel? (But I know we need to talk about it! That is multicultural ed!),” and “I would be concerned with some of my students that are homeless or very poor feeling isolated (even though we would discuss these issues). I would have to think about this one.” One educator described discussing class as an “inherent danger and very risky in a low-income school.” Some educators speculated that it “might bring up a lot of emotions for kiddos” and that “it needs to be approached very sensitively so children don’t have their feelings hurt too bad.” Another stated “emotions! I’m looking forward to unpacking the feelings that come out of this activity. I expect to hear ‘That’s not fair!’ I think kids get pretty used to their ‘place’ in society and it’ll be wonderful to let them see situations from a different perspective.” In addition to affective responses, another educator also felt that students simply would not participate in class related activities. This aspect of the theme is supported with the statement “Ok... I think some would be frustrated and that their attitudes would overshadow the

outcome. I also think some would be embarrassed and not likely/willing to talk about their value and SES.”

One educator described their own feelings in response to discussing class related issues with statements about these discussions such as it “made me angry. They might get angry about what they don’t have. The house thing really got to me. I felt better before I came.”

Similar students stick together, particularly regarding race. This theme emerged in various aspects of the data. It related to references from the educators of observations that students tend to socialize and interact with other students primarily of the same race or language, but some observed similar patterns based on gender and socioeconomic status. Generally, the educators noticed that “groups and cliques form with homogenous students.” Regarding observations based on race and language, educators noticed “the Mexican students not wanting to get involved with others. It seems as if they keep to themselves and make a conscious effort to group together” and “students that speak the same first language- for example, Spanish, often are best friends with other Hispanic students.” Other educators observed that in 5th grade “there is a huge separation between the boys and the girls. They will work together if they need to and are usually friendly with one another and that “students that live in the apartments get to know each other and form friendships- these students often have fewer financial resources.”

Racism is subtle and insidious, and can be internalized in people of color. In addition to noticing self-segregation about racially diverse groups, educators also noted that racism is covert. This is described by educators as “racism is insidious and subtle in many ways. It is just below the surface in many instances” and “I think my white students are clueless and my non-white students are confused by the subtle but powerful racism around them. This makes me sad and I

wonder if the ‘white’ students send cues to tell the Mexican students to keep their distance??”

One educator noted a comparison of racial demographics between a regular classroom and an honors classroom. In the “regular classroom there are 15 students of color and 10 white students; in honors classroom there are 4 students of color and 21 white students.” This educator said “I included the comparison of a regular class vs. my honors class because I think this demonstrates the issues of classism & racism in both the community and society. I think what we see in the schools is a result of a long history of stigmas and stereotypes.” Another educator who works in a predominantly Latino school said “I’ve noticed that they are not expected by the community to graduate from high school because they are ‘high-risk’ students. They do not have much faith in their academic abilities because of how they are labeled and their race.” Another educator who teaches ESL said that “because they’re Spanish-speaking immigrants; I rarely hear a child say, ‘That’s not fair.’” In terms of implementing social justice training with certain populations of students, one educator stated that it “could be tougher with all Hispanic youth at Leadership Conference with already heightened sense of inequality and justice.”

This insidious nature of racism can also be perpetuated less subtly by school professions. Educators stated “in my student teaching experience recently I have heard administrators talk about minorities in a negative manner before they have gotten to know the individual” and “students and teachers are highly susceptible to judgments on others based on appearance.” All of these examples serve to reinforce racist beliefs, both from white people and internalized racism for people of color.

Disturbed by impact media has on children, particularly about gender. Several educators expressed concern and emotional reactions to the messages that the media sends to young

people, particularly in relation to gender. Statements that support this theme include “makes you mad how much the media is saturating our children’s minds,” “it’s been a long time since I’ve opened one of these magazines. It was really revolting,” and “I was again very surprised at the massive media impact.” One educator felt that there was a particularly important need for “junior high kids to talk about the POWER of MEDIA and ADVERTISING on their self image and expectations. How bombarded they are w/ images of stereotypes. How media portrays women & men.”

Girls are allowed to be “out of the box” more than boys are. When examining gender socialization and the implications for all genders, several educators noted that there was more societal permission for girls to demonstrate behaviors and interests that are not typically feminine, and that it was significantly less accepted for boys to behave in ways that were not typically associated with masculinity. This statement is reflected in statements such as it is “easier for women to be outside box than boys” and “things are changing for girls, but not for boys as much. What to do??” After implementing the toy sorting activity, one educator said that “we had great discussions around the in the box and holding people to certain expectations. We had good discussions [that it was] ok for girls to move out and try boy stuff, but not boys to girl stuff. Maybe some more info on boys outside the box and how to support it?”

Educators need institutional support for successful social justice integration. The last emergent general theme from educators at all of the developmental stages involves the need for institutional support for teachers to integrate social justice content into their classrooms. Educators expressed the desire for collegial and administrative support to fully and successfully integrate social justice into their educational settings. This desire for support is reflected in

statements such as “I don’t feel very supported by my team and some staff” and “teachers should be encouraged to develop [social justice] programs in their schools.”

Other teachers articulated their desire “to create a culture in our building that is more tolerant and celebrates diversity” and that it will take “a school-wide, intentional push to have kids talk and learn about being good to one another.” Administration can play a significant role in the potential success of social justice integration because “administrators and principals will make school decisions about [social justice curricula].” However some teachers were not optimistic about this taking place. One new educator stated that “ in my student teaching experience recently I have heard administrators talk about minorities in a negative manner before they have gotten to know the individual.”

General themes across all developmental stages- summary. Many interesting themes emerged from this level of the analysis. The strongest themes were related to the intensity and emotionality of these issues, for both educators and students. Educators were concerned about potential risk for their students and highly charged emotions that would result from the experience. Educators themselves also expressed intense emotional reactions.

In addition to strong emotions, the educators also observed several interesting dynamics associated with multiculturalism. These observations include the subtle nature of racism and how it can manifest in subtle ways for students. They also noticed that many students tend to associate with others who are ethnically similar or the same gender, and that there were more socially acceptable opportunities for girls to engage in less traditionally feminine activities than there are for boys to engage in less traditionally masculine activities. They also felt that there were strong messages about stereotypes that were perpetuated in the media. Lastly, educators

felt that it is very difficult to implement social justice education without the support of other teachers or school administrators.

FAIR Specific Themes across All Developmental Stages

In addition to general themes of integrating social justice into their educational settings, educators expressed three salient themes in relation to the FAIR curriculum as well. These provide useful information regarding potential uses and opportunities related to integrating the FAIR curriculum into school environments. These themes relate to the curriculum in general, and in response to specific activities.

FAIR is ideal for orientation to new school year and transitions to set tone for fairness and respect. Many of the educators noted that valuable opportunities existed to utilize the FAIR curriculum in classes at the beginning of the year as students are being oriented or as they prepare to transition to new schools. These themes are articulated with statements such as “we offer a class for new students at the beginning of that year and I want to implement FAIR into that class because the teacher talks about those issues” and “I think at the beginning of any ‘new’ class. These educators felt that FAIR could be “an important piece to include in my classroom curriculum (especially when establishing a community at the beginning of the year)” and that FAIR “would be great for setting the ground rules of respect in the classroom.” In establishing the classroom culture, another educator felt that FAIR has “good activities, especially as icebreakers early in the year (1st week of school). Then I can refer to the metaphors the rest of the year when I hear a student say “That’s gay” (or whatever), rather than sending them to the office, making them apologize, etc....”

The second aspect of this theme involved utilizing the curriculum with students who are preparing for transitions. This is expressed in statements such as “I think it’s a great curriculum- I am especially excited to use it for my 5th graders as they get ready to transition to middle school” and that it could be particularly “useful after 5th graders have registered for middle school and are thinking about attending larger schools with increased diversity.”

FAIR for staff development/ in-service/ teacher training. Another emergent theme that addressed potential uses for the FAIR curriculum was the incorporation of the activities not with students, but with teachers through their various stages of training. Educators in this study felt that FAIR would be useful in academic programs that prepare teachers and with staff development or in-service training for experienced teachers. Statements that reflect this theme include the use of FAIR for “long term- in training or programming series” and here is an “idea: Maybe you already do this, but take your program into schools for entire staffs.’ Other educators felt that “it will be most useful when I do teacher training- classroom teachers who have a class rather than just a small group could utilize the curriculum” and that “I want to read my notes that were passed out and would try this on adult staff before using it in an individual school.” One educator felt that using the curriculum with educators would empower them to address oppressive practices in their classrooms when stating “I am interested in gaining information I can share with other teachers during teacher training- how to deal with students on a more equal basis- be more aware of any discriminating behavior that I am not aware of.”

Educators recognize social justice messages in school environment and can be more intentional with the “curriculum on the walls” of their classroom and school. As a result of participating in the FAIR conference, several educators began to recognize the influences that the

school environment and the messages that are embedded within that environment. Statements that support this theme include “I thought the activity on looking at school artifacts was very helpful. I will try to be more thoughtful about what I put on the walls,” “the awareness of posters and walls and what messages we are giving students” was particularly helpful, and I will try “to provide an environment in which I can support, facilitate, and recognize the unique differences of the children and families that I am in contact with.” These educators plan to “bring in the discussion of school artifacts” with students and school staff and to “rethink some of my posters.” This portion of the conference helped educators with the “recognition of the symbols and artifacts that we are sharing with the children” and felt that becoming more aware of “the environment was eye-opening.”

FAIR specific themes across all developmental stages- summary. In general, the educators noted that there were particular opportunities when the FAIR curriculum and associated messages could be employed. The educators felt that the activities were especially useful when orienting students at the beginning of a school year or as they prepare for significant transitions (such as beginning junior high school with greater diversity than their elementary school). The educators also felt that the experiential activities would be useful when training teachers who work in their schools or in training new teachers to better understand issues related to social justice. The educators felt that being aware of the subtle “curriculum on the walls” was also a critical opportunity that they felt empowered to assess and change to be more affirming and inclusive of all aspects student identity. They wanted the environmental messages they were communicating in their classrooms and schools to reflect their values of social justice. In addition, they felt that each of the activities was better suited for different ages and some posed

greater emotional risk for students than other activities.

CHAPTER 5: DISCUSSION

This study sought to expand the understanding of social justice education and developmental considerations related to both students and educators. Interesting and relevant themes emerged from the voices of educators working with young people across the developmental spectrum (including infants through college students, approximately ages 0-22). Some of these themes are relevant to teacher educators (in both pre- and in- service settings) and educators who wish to incorporate social justice related themes into their work with students. The results are also relevant for evaluating and optimally utilizing the FAIR curriculum. As members of the FAIR Project team, the findings from this study can be utilized to enhance the FAIR curricular materials and supplemental resources. This discussion will include a review of the results in the context of the three research questions, including observations concerning themes that did not emerge from the study, limitations of the current study, and researcher recommendations based for future streams of research and policy decisions related to social justice and multicultural education.

Development of Social Justice Educators

The findings from this study suggest that those who wish to train current or future educators to become social justice educators have an opportunity to facilitate opportunities for educators to be exposed to diversity, personally reflect on multicultural issues, and to become versed in multicultural pedagogy. The themes that emerged from this research question are consistent with calls from scholars in the field of multicultural education to integrate and enhance the training provided to educators (Banks, 2006; Banks et al, 2001; Bell, 1997; Bennett, 1999; Cochran-Smith, 2004; Hollins & Guzman, 2005).

Exposure to Diversity

The path towards becoming a social justice educator is influenced greatly by experiences, content, and information that results in an understanding of the socio-cultural experiences of diverse, marginalized, or oppressed peoples. Being a member of a race, gender, economic status, or other oppressed group is clearly an influential experience. Educators shared stories of being gay and afraid to come out because of potential implications on their career or personal safety, being a woman in a male dominated field or being a person of color in a white community. Other opportunities to gain exposure are also influential for educators or future educators who are wish to integrate social justice into their educational settings. Many educators discussed working or volunteering in a particularly diverse school setting, traveling to different countries or parts of the world where people are impoverished, having a close relationship with someone (family or friend) who is from an oppressed group, receiving multicultural training (either in academic or non-formal settings), or activism in social justice movements (such as the women's movement).

With regards to teacher learning, this study is consistent with scholars (Banks et al., 2001) assertion that teachers at all stages of professional development (pre-service and in-service) need ample opportunities to interact with people from diverse racial, ethnic, language, and socio-economic backgrounds. Cohorts of trainees who go through teacher training programs are often homogenous; therefore individuals have limited experiences with others who have different experiences than they do (Grant & Secada, 1990). These intercultural communication skills and practices can bolster the confidence and comfort of teachers who encounter a diverse population of students in their classroom. Teacher educators can create these opportunities in

various ways, including the requirement of diverse field experiences and recruiting students from underrepresented groups. These practices are reflected in the NCATE Standard 4: Preparing education professional to work with students from diverse populations (NCATE, 2001).

Opportunities for exposure may require creativity, time, and financial commitment on behalf of administrators and teacher or school counselor educators in higher education, but this exposure appears to be an essential ingredient in the development of social justice educators. For example, at the in-service stage of training creative solutions could possibly include developing a teacher exchange program where educators from diverse inner city schools temporarily exchange teaching responsibilities with educators from predominantly white middle class schools in a facilitated and meaningful experience where opportunities for reflection and integration are afforded.

Self-Reflection Needed to Become a Social Justice Educator

The findings from this research are also in sync with scholars' assertion that educators must have experiences that allow teachers to identify their own personal attitudes, biases, and stereotypes about certain groups of people (Banks et al, 2001; Brady & Kanpol, 2000; Cochran-Smith, 2004; Kincheloe, 2004). The participants in this study expressed the value of opportunities for self-reflection as critical steps in becoming social justice or multicultural educators. Educators stated that "overall, my experience has been that I am only slowly becoming aware of the -isms of which I'm guilty of perpetuating. The more I experience in life, the more my eyes are opened and I can work to change the -isms ingrained in our societal institutions" and "I did a lot of self reflection on myself- this is where it starts."

Opportunity for educator self-reflection requires time to build self-awareness with regard to how these attitudes impact their teaching and their students. Teachers also need to increase their knowledge about the histories of diverse peoples who are part of their school and greater community, including the particular perspectives and beliefs that are held by community members. This requires effort and creativity on the part of teachers, but it has tremendous effects on how the students from different backgrounds will experience that teacher and classroom experience. For example, teachers need to understand the implications of societal, institutional, and local stereotypes about certain groups of people and how those can affect the community, particularly the young people in their school environments (Banks et al, 2001; Kincheloe, 2004).

Self-reflection can also be facilitated by creating opportunities for educators to come together to discuss how they integrate social justice issues into their school setting. The educators who participated in this study valued the opportunity to do this with fellow educators. Discussion topics can include multicultural content integration, strategies for reducing prejudice, and successes in equitable pedagogy (Banks, 2006). Discussions between educators can help to inspire, inform, and normalize the social justice integration process (Banks). On an institutional level, making social justice a priority and affording educators time and resources to make it happen are integral to Banks' dimension of *an empowering school culture and social culture*. Peer support discussions are one example of how educators can work to avoid the unjust school practices and limited access of extra- or co-curricular opportunities for some students (frequently students of color or low income students) (Banks).

Multicultural Pedagogy

Findings from this study also indicate the influence of multicultural pedagogy in teacher training programs. Greater multiethnic content needs to be integrated into the training programs for teachers so that they have a more inclusive understanding of the perspectives, experiences, and histories that their students will bring into the classroom. Educators in this study reflected the benefit of such content in educator training programs.

Educators can greatly benefit at all stages of training, in order to have the necessary knowledge and skills to create a school culture that promotes inclusivity, respect, and a potential for all of the students to be successful. The application of a multicultural pedagogy is not simple (Banks, 2006; Cochran-Smith, 2004). It is a complex and dynamic process that requires educators at all levels and professional stages to learn how conceptualizations of groups and their experiences are not static; they are evolving and constantly redefining group identity. Contemporary events have a very profound influence on how certain groups are perceived and how they self-identify. For example the public perceptions of Muslim or Middle Eastern-Americans changed dramatically following the 9/11 attacks. The events that transpired on that one day not only affected our identity as a nation, but also how individuals felt towards those who may have had a similar ethnic background as the individuals responsible for the attacks. Similarly, the current debates on immigration reform have also forced people of Latino descent into the limelight. Training teachers (at both pre- and in- service levels) to be sensitive to the implications of these public discourses on the lives and perceptions of their students is essential.

Kincheloe (2004) recommends that rigorous teacher education programs should provide a transformative application of the knowledge and content learned in their course work into curricular material for students, while engaging student development in the domains of culture, gender, and

socio-economic class. Teacher educators need to be actively involved in researching teaching to help teachers teach within a diverse paradigm of knowledge production (Kincheloe).

The results from the present study support the call of scholars to integrate multicultural content into all aspects of training, including courses and fieldwork (Brady & Kanpol, 2000; Hollins & Guzman, 2005). Educational policy that mandates this content should be applied at institutional and state levels that accredited and train educators in a manner that is clear, consistent, and comprehensive (Miller, Stosnider, & Dooley, 2002). Educators who advocate training multicultural teachers, assert that significant changes in teacher education for diversity are called for, however despite 25 years of research, the findings offer limited evidence for effective training (Cochran-Smith, 2004; Cochran-Smith, Davis, & Fries, 2003, Hollins & Guzman, 2005).

Effect of Learning about Social Injustice on Educators' Efforts at Integration

Analysis of the FAIR conference intervention produced some very interesting results of practical importance. We had anticipated that participants would become more comfortable and confident after the conference, but based on the quantitative analysis, this was not the case. Based on the literature, many teachers are not prepared to address issues of diversity in the classroom (reinforcing the recommendations stated above). When one's awareness is piqued on many of these issues, it seems from this study that one's level of confidence and comfort addressing these issues actually decreases. It is likely that many of these teachers had not thought about social injustice prior to attending the FAIR conference or had only done so at a superficial level. It is also likely that this intervention served as a catalyst for the educators to

recognize all that they had not been aware of before regarding the inequities of sexism, racism, and classism.

Pedagogy of discomfort. Bolen articulates the above described phenomenon in her “Pedagogy of Discomfort” (Bolen, 1999).

A Pedagogy of Discomfort begins by inviting educators and students to engage in critical inquiry regarding values and cherished beliefs, and to examine self-images in relations to how one has learned to perceive others. Within this culture of inquiry and flexibility, a central focus is to recognize how emotions define how and what one chooses to see, and conversely, not to see (p. 177)

Part of this process of integrating social justice into teaching and learning is mired in the restructuring of one’s entire reality and cognitive understanding, as either an educator or student. When this reality is challenged and restructuring is considered, educators and students naturally feel uncomfortable. Bolen asks “what do we as — educators and students — stand to gain by engaging in the discomfiting process of questioning cherished beliefs and assumptions” (p. 176). In other words, educators need to be willing to experience the discomfort because they recognize the essential need for social change. Only when educators can recognize the societal and/or personal benefits, will they be willing to integrate social justice content into their classrooms. It takes courage and a willingness to discuss topics that may make all participants feel somewhat vulnerable, but with a firm vision that the discomfort is part of the process towards a more clear recognition of the injustice and inequality that exists in the world.

Educators in this study strongly expressed the pedagogy of discomfort with the emergence of a theme addressing how social justice issues are intense and emotionally charged. Many

educators expressed feelings related to the emotional nature of addressing these issues with statements such as “it’s a really intense topic and there are a lot of risks in these discussions as far as vulnerability goes,” participating in the conference “made me aware of how intense and emotional these issues are,” and that it “brought home how intense feelings are around these issues.” Despite the emotional nature of this subject matter, some educators recognized the importance of integrating social justice into their classroom as articulated by statements such as “it might be real emotional for some, but it is reality! It’s important to stop sugar-coating everything. For privileged ones, to know that not everyone has what they do” and “race, class, and gender inequities exist and breaking down barriers is the greatest challenge. It can be done but has to be delivered with caution.”

There were strong emotions associated with teaching social justice. These emotions included: guilt, anger, vulnerability, and fear. The emotions were particularly strong when discussed in the context of socio-economic status. While many educators expressed greater comfort when discussing gender and race, they felt that honest discussions about class and socioeconomic status was particularly risky because of the emotions that it could potentially elicit in the students (educators were concerned about reactions with both lower and higher income students). Perhaps this is due in part to the public discourses over the past half a century focusing on race and gender that emerged as a result of the social movements that sought to achieve equal rights for people of color and women (Bell, 1997).

As teacher-training programs continue to integrate multicultural education techniques, pre- and in- service teachers could be advised as to the possible effects of learning how to teach these issues to their students. Teacher educators can normalize for their students that they may

experience heightened discomfort and anxiety as they begin to learn about these issues. They can also be trained with multicultural pedagogy that can transfer into their classroom with the motivation and real life understanding gained through exposure to diversity.

Developmentally Specific Issues in Social Justice Education

Strong themes related to opportunities and challenges emerged from each of the four clusters of educators in this study (educators of students aged birth to two; two to six, seven to eleven; and twelve and older). While cognitively very different, all of these stages pose opportunities and challenges for addressing issues of diversity with the target audience. Being aware of these unique developmental features can explain why students may be unresponsive or less resistant to certain activities or curricula that are designed to increase tolerance and sensitivity to injustice (Shaffer, 2000). The following section will address the themes within each of the different developmental stages and how educators can utilize this information when working with students at each stage.

Infants and toddlers (0-2): Environment and Families

The classroom environment and interactions with family members are ideal opportunities for social justice integration for educators working with the youngest children (from birth to two years of age). Developmentally, babies and toddlers learn so much by exploring their environment and the people around them. Intentionally developing respectful relationships with family members of their young students of all genders, ethnicities, and socioeconomic statuses can encourage a positive and affirming climate for the children. It can also model respect and equity in social interactions.

This theme was articulated by one educator who planned “to provide an environment in which I can support, facilitate, and recognize the unique differences of the children and families that I am in contact with.” Educators can capitalize on this developmental feature and focus on creating an inclusive classroom environment with multicultural toys, posters, and books that also provide images for all genders in diverse roles that encourage children to resist stereotypes in the upcoming years. Multicultural educators at this age level can include “photos, books throughout the room of different cultures [because] children need to see [that] families come in rich array of diverse cultures.”

Preschool and early elementary school students (2-6): Presence of Stereotypes

The educators in this study observed that as children reach the preschool years, they have already experienced a great deal of socialization from the culture, including family, peers, toys, the media, and society in general. These preschool and early elementary school students were already adhering to many stereotypes, particularly about gender. This is consistent with the child development literature that recognizes that between the ages of two to six or seven children endorse stereotypes more rigidly as they are solidifying their own racial and gender identities (Shaffer, 2000).

Elementary aged children (7-11): Windows of Opportunity

Developmentally it appears that something is taking place with students ages seven through eleven. Educators observed that children in this age group are ideally poised to learn about social justice. The educators observed that while the students were aware of stereotypes, they also had the cognitive ability to explore and challenge oppressive attitudes; in particular the

educators felt that nine through eleven year olds (fourth through sixth graders) were at the most optimal age to learn about diversity, multiculturalism, and social justice.

Pre-adolescent children hold more flexible gender roles and are more receptive to atypical behaviors for girls and boys (Shaffer, 2000). It appears that opportunities exist within the concrete operational cognitive development stage (roughly between the ages of six to eleven) that children exhibit more flexible and less restrictive attitudes about race and gender, and a more heightened awareness to socioeconomic influences on people. Therefore, grades two through six present a potential window of opportunity to implement anti-bias and social justice training that may be more effective than when implemented with students at other developmental stages (such as during the preoperational stage where children hold more rigid thinking about gender and race).

Not only are students at this age developmentally receptive, the educational structure also supports the integration of social justice content into upper elementary classrooms. When students enter middle or junior high and continue into high school, the academic curriculum is largely subject dependent and offers less flexibility as compared with elementary students who spend considerable time with their classroom or homeroom teachers instead of going to different subject teachers' classes throughout the day.

Junior high and high school students (12+): Socioeconomic Issues

The educators felt that while students were aware of gender, race, and class stereotypes and discrimination after age 12, they would not be as receptive or open to discussing many of these sensitive issues as they are prior to age 12. During the early teen years there appears to be a gender intensification process that accompanies the onset of puberty in many adolescents

during which time students may not be as receptive to learning about gender-related issues (Shaffer, 2000). In addition, junior high and high school academic structures are based on specific subjects and educators found it more challenging to integrate social justice content into science, business, foreign language, and math classes – although the opportunities to integrate into these courses do exist (Addison-Wesley, 1992).

The educators observed that adolescent students are particularly sensitive to socioeconomic issues, reflected in what teens wear, where they live, and who has access to spending money. The educators felt that school communities can help to offset the economic discrepancies by providing supplemental resources for students to not be left out of this important educational milestones and activities (such as field trips, year books, admission fees to school events, and graduation accoutrements). In addition, creating a school climate that values personal integrity and abilities over material possessions is a vital component to reducing socioeconomic bias in junior high and high schools. This climate shift is one example of what Banks referred to when calling for a creation of an empowering school culture and social culture (2006). In this type of culture, students are not restricted, limited, or allowed to feel less than others because of aspects of their identity. Students are empowered to create change and have access to the same opportunities and potential as all members of the school community.

Issues Across All Developmental Stages

Several salient themes emerged from the entire sample of educators involved in this study. These themes were more systemically based and illustrated the interconnectedness of individuals, institutions, and society. Findings from this study indicate that many educators were particularly disturbed by the impact that the media has on children, particularly about gender.

Golombok and Fivush (1996, p. 30) assert that “young people gain access to the larger culture through these media sources, and particularly for very young children through story books and television.” They felt that the media messages young people are constantly bombarded with regarding gender roles was particularly concerning. This outrage was communicated by educators with statements such as “makes you mad how much the media is saturating our children’s minds.” The educators recognized the need for students to talk about these images and bring a critical lens to the media that they consume daily. The older students get, the more access they have to media and the gendered messages that exist within all aspects of media. As technology continues to develop, this younger generation, who are coming of age with iPods and other highly accessible venues for media messages, they will need to be better armed to resist and challenge stereotypical messages that are regularly communicated to them.

Across all of the developmental stages, educators also expressed the need for institutional support in order to successfully integrate social justice into their educational settings. Educators at all of the developmental stages need institutional support in order to integrate social justice content into their classrooms. Educators expressed the desire for collegial and administrative support to fully and successfully integrate social justice into their educational settings. This desire for support is reflected in statements such as “I don’t feel very supported by my team and some staff” and “teachers should be encouraged to develop [social justice] programs in their schools.” As expressed by participants in the study, administrators need to recognize the benefits for schools that prioritize multicultural and social justice education, for they hold an integral key to the creation of a school-wide “culture in our building that is more tolerant and celebrates

diversity” as they are in a leadership position to initiate and support “a school-wide, intentional push to have kids talk and learn about being good to one another.”

FAIR Curriculum Evaluation

Overall, educators indicated that the FAIR curriculum was fun, engaging, and provided powerful experiential learning opportunities for students. Educators described FAIR as “good, though provoking ‘stuff’ [that] takes the common everyday- and pulls out a different perspective for kids” providing “awareness & personal responsibility w/out slap in face or humiliating way” in a format that is “relatively easy” to integrate. Many educators felt that FAIR would be useful in their classroom and that it is a “very positive curriculum [that is] proactive [and] provides an opportunity for children to talk openly about these issues.”

Educators felt that the curriculum and activities are adaptable to many settings, developmental levels, and content areas. The educators also struggled with finding time to fit FAIR into their curriculum. Many educators also noted that the activities can be adapted to work with a range of developmental stages, however the overall consensus was that some activities are better with different aged students (see themes from specific activities below). However, in general educators reported that FAIR was most ideal for grades three, four, and five. Educators felt that the activities were powerful and thought provoking. They also felt that the curriculum was empowering, helpful, relevant, and practical for students. Many of the teachers appreciated the experiential and hands on activities, because they felt that that kids enjoy active learning. As an interactive process, students can become more motivated to recognize and respond to the inequalities that exist in the world (Goechner, 1993; Hopkins, 1993). In addition, educators at various developmental stages felt that FAIR fits with many existing character education,

bullying, and conflict resolution models currently in practice in the schools. They also felt that it was useful for orientations and transitions with students and ideal for staff development and teacher trainings. For example, FAIR can be utilized by school counselors at the beginning of the year to get to know students across the school and to establish a respectful and inclusive culture for the school (Zimmerman, Aberle, & Krafchick, 2006). FAIR can also be utilized to prepare fifth or sixth graders for transitions to middle schools or junior high schools that may be more diverse than their elementary school experiences.

As described above, many educators are uncomfortable discussing social justice issues and recognize the potential for emotionally charged class conversations. Because of this discomfort, FAIR was developed to provide experiential learning opportunities where the educators simply serve as facilitators for the experience involved in each of the activities. This reduces the need for educators to say things the “right way” or to be “politically correct,” and just help students articulate their feelings involved in the activity. This dynamic is reflected by experiential education scholars who assert that experiential education takes intellectual knowledge and transforms it into emotional awareness (Wallace, 1993). This emotional awareness is how the educator helps by facilitating the process of reacting to the FAIR activities. Serving in the role of facilitator can also help to mediate what Bolen (1999) describes as the pedagogy of discomfort, because facilitators are not expected to have the answers, but to help the process of growing awareness evolve.

Results from this study also offered some constructive information about each of the FAIR activities. This information will be used to enhance and add to the existing curriculum. The activity specific feedback is included below.

Images in our Minds (Activity 1). The overall feedback about this activity was that it can easily be adapted to fit different subjects, grade levels, and languages. Educators across the study felt that it was better suited for third through eighth grades. Educators felt that this activity had great potential for increasing self-awareness about stereotypes, but there was also fear, on behalf of some educators, that students who belong to stereotyped groups might feel alienated or ostracized.

Educators for older students felt that the existing stories were better for younger children, and many expressed a desire to have stories that were geared towards adolescents. This is a concrete step to enhance the FAIR curriculum.

Toy Sorting (Activity 2). The general themes for the toy sorting activity were that it was more ideally suited for younger children, primarily those in preschool and elementary school. In addition, educators felt that it was useful when teaching about careers and exploring non-traditional careers for different genders. The educators felt that the activity was a fun and experiential way to deconstruct gender roles in order to expand the professional roles, interests, interpersonal, and emotional experiences of all children. Many were also particularly struck at how young children learn gender stereotypes, often through toys.

High school educators felt with toys this activity was better suited to elementary students, however others felt that they could adapt the activity to their subject area. For example, a science teacher could provide science equipment or a business teacher could use images with different business related responsibilities on cards (such as typing memos, balancing budgets, making executive decisions, ordering lunches, etc.). These examples will be included on the FAIR website under a new section entitled “ideas for adaptation.”

Image Collage (Activity 3). The central theme for this activity revolves around its flexibility in being adapted to fit different developmental stages. They felt that in general it was good for elementary students, but that educators should choose appropriate ads for children. At the junior high and high school levels, educators felt that asking students to bring in their own magazines or images would be a powerful way to make the activity relevant to their lives and the images they are inundated with. Overall educators felt that this was a great way to teach about the powerful effect of the media on our ideas about people.

House Building (Activity 4). This activity elicited many potent themes across the different developmental stages. Educators felt that the ideal audience for this activity was older elementary through high school students. The general consensus was that preschool aged and early elementary students may not fully comprehend issues related to socio-economic status and class. Overall, the educators felt that this was a powerful activity that provides a unique experiential learning lesson about socio-economic status. However, some of the educators were very uncomfortable with the activity and some stated that they would not implement this activity with their students. They had concerns about the impact of participating in the activity and felt it was risky and could stir up strong emotions for students at all levels. Because of the emotional content, educators felt that it was important to save enough time to process all the feelings and work through the activity. Several suggested that it could be helpful to have a second facilitator (such as a school counselor there to provide additional support if necessary).

Despite the concern expressed by some educators, one participant stated that “I was raised in poverty and I think this activity is a good one to keep the teaching neutral. I would tie it to being active in a community project. I like the intimacy it creates in the classroom.” This

statement suggests that from the perspective of a participant who was from a lower socio-economic status, the activity in fact did not seem risky, but on the contrary it felt neutral. While this is only the perspective of one person, it illuminates the experience of how an individual whom educators expressed concern over with this activity.

Marine Life (Activity 5). The themes related to this activity were mixed. Some did not understand how the marine life metaphor fit in with social justice (sexism, racism, and classism). While other educators thought that it was an effective activity to bring insight into personal interactions. Overall, educators felt that it was better for elementary aged children, particularly because they would probably enjoy the animal metaphor. However, most of the educators of junior high and high school students felt that they might think it was too childish and not enjoy the activity.

In general, the educators noted that there were particular opportunities when the FAIR curriculum and associated messages could be employed. The educators felt that the activities were especially useful when orienting students at the beginning of a school year or as they prepare for significant transitions (such as beginning junior high school with greater diversity than their elementary school). The educators also felt that the experiential activities would be useful when training teachers who work in their schools or in training new teachers to better understand issues related to social justice. The educators felt that being aware of the subtle “curriculum on the walls” was also a critical opportunity that they felt empowered to assess and change to be more affirming and inclusive of all aspects student identity (Banning & Bartels, 1997). Educators expressed a desire for consistency in the respectful, inclusive, and fair values being taught in their classroom to be reflected in the environmental messages of the classroom

and school environment. In addition, they felt that each of the activities was better suited for different ages and some posed greater emotional risk for students than other activities.

It is also interesting to note that of the 100 educators who participated in the study, none were concerned about the potential reactions of the parents to the FAIR curriculum. This is consistent with the prior implementation of the FAIR project. In four years of implementing the curriculum with approximately 2,500 K-12 students, the FAIR team did not receive a single complaint from parents or administrators in the local school district. In addition, while some were uncomfortable or afraid of talking about these issues, as a whole the educators were not resistant to integrating social justice in their educational settings or implementing the FAIR curriculum in general. Overall they also felt that while the time logistics of putting the materials together and finding time in their regular curriculum was challenging, educators did not indicate that FAIR was financially prohibitive.

Based on educator evaluations, FAIR fits within the context of social justice theory and multicultural pedagogy. Specifically, FAIR is compatible within Banks' (2003) dimension of *prejudice reduction* in that it includes classroom experiences that can provide teachers to help students develop positive attitudes toward different racial, ethnic, and cultural groups. The FAIR curriculum adheres to the practice of *teaching social justice* from Bennett's (2003) framework. The FAIR objectives correlate with Bennett's practice designed to dispel stereotypes and misconceptions about people based on gender, race, ethnicity, etc. This pedagogical praxis also includes an emphasis that people are more similar than they are different. This too is a major tenet communicated through the FAIR activities.

FAIR also presents a model that can fit the criteria presented by Sleeter and Grant (2003; Grant & Sleeter, 2001) conceptualized as *education that is multicultural and social reconstructionist*. This approach attempts to raise students' consciousness about the forms of oppression and social inequalities that exist within our society. School-wide reform can be implemented with FAIR because it is designed to reflect the experiences and lives of a diverse student body. (Zimmerman, Aberle, & Krafchick, 2006). For example, school counselors can implement the FAIR activities throughout the school in all classrooms provides a whole school common experience related to social justice to create an atmosphere of respect and accountability across the entire school. Teachers and administrators can reinforce the character values facilitated by the school counselor in each classroom on a school wide level. When educators engage in this approach, it also empowers students to recognize inequality while empowering them to become social activists and to develop alliances with others from oppressed groups to work towards social change. On going development of the FAIR curriculum can incorporate more empowerment and engagement in creating social change.

Limitations of this Study

This study produced multiple findings that are relevant to social justice educators and teacher trainers. However, as with all studies, there are limitations to the applicability of the results generated for a variety of reasons. The findings from this study are not generalizable to the target population because the sampling technique was not probabilistic and randomized. There is also likely to be a bias in that subjects involved in this study will be self-selected because of their independent interest in learning more about social justice. Therefore, in terms of external validity, this study is not representative of all educators. However, it is still relevant as

broad generalizations can be made to those with motivation to learn more about teaching social justice. This motivation could be internal, such as a genuine desire to develop skills needed to expose their students to social justice related topics. Clearly, the educational motivation will affect their prioritization and perspectives on teaching social justice. The motivation could also be external, such as educators who were requested to participate in the conference from the administration or co-workers.

Another limitation of this study is that as a member of the FAIR team, I have been deeply involved in the grant writing, planning, recruitment, and instruction involved in the FAIR Curriculum Project. These experiences, over the course of over four years, have shaped and influenced the lens that I bring to the interpretation of these data. Another researcher who was not involved in the process may interpret the data differently. For example, in the next phase of the FAIR research, partnerships within the field of psychology have been established to assess the change that takes place on the students who participate in the FAIR activities. The lens that this researcher brings will be unique from my lens. They may be more objective because the emotional and professional level of investment in the curriculum and training was less or different than it was for me. However, this level of investment and participation in the process might also allow me, as the researcher, to take a more reflective and critical look at the curriculum and implementation of the project which would allow a more meaningful interpretation of the data. Hollins and Guzman (2005) suggest that many researchers of multicultural teacher training were also instructors or trainers. They maintain that among other methodological concerns, researchers were not transparent with this dual role and most of the studies lacked an adequate interpretation of the dual role. Therefore, this is why I have

attempted to make transparent my extensive involvement with the FAIR project and note the potential influence this has had on me as a researcher.

Recommendations for Future Research

Because of the scarcity of research on developmental considerations in multicultural and social justice education, there are many opportunities for further research. Building on the current research on effective multicultural teacher learning, results from this study can add a dimension that introduces the importance and opportunities available at different developmental stages for optimizing the teaching of social justice and multicultural issues. For example, knowing that between the ages of nine and twelve students are most responsive and open to learning about social justice issues, ethnographic or case studies could be conducted on classrooms where teachers attempt to create multicultural and social reconstructionist classrooms. These students could be assessed throughout the year to see what type of impact the integration is having on the students and replicate the interventions in classrooms of different levels.

Ideally the present study will serve as a catalyst to begin a trend to study specific social justice intervention strategies with different developmental ages and the developmental considerations that teachers should address when implementing multicultural education. Expanding the empirical base for providing effective multicultural education will help to empower educators to target those opportunities that exist within their student population.

Further research exploring how discussions about socioeconomic issues emotionally affect students would also contribute to the field. Assessing different interventions (such as the *house building activity*) on affective student outcomes, and how that varies at different

developmental stages would be interesting and offer practical relevance for educators at all levels.

Recommendations for Policy on Multicultural and Social Justice Education

As a nation that is growing more diverse each year, we must create schools and learning environments that are multicultural and social reconstructionist (Sleeter & Grant, 2003) because if as a society we are not teaching our young people to deconstruct the messages that they receive from society around them (on computer and video screens, in print, and from their family and peers) then they will inherently adopt stereotypes that limit and restrict everyone, including those who are oppressed *and* those with privileges (Freire, 1970).

By neglecting to address diversity and social justice, educators perpetuated a “null environment” (Betz, 1989) that does not support or encourage individuals to explore non-stereotypic life choices and the status quo is not challenged, whereby we by default support and reinforce the discrimination and oppression that exists in society. Departments of education that train teachers and school counselors must intentionally expose their pre-service teachers to multicultural content in all courses and facilitate field experiences. Results from this study reinforce that teacher candidates need to have the opportunity to learn to apply the conceptual and contextual information in courses with practical experiences in the classroom (Kincheloe, 2004). Fieldwork has been recognized by scholars as the single most important aspect of teacher preparation in that it allows pre-service teachers the opportunity to put theory into practice and create a pedagogical philosophy where they can apply strategies that support this ideology (Brady & Kanpol, 2000; Hollins & Guzman, 2005). As reflected in the NCATE standards

(2001), teacher candidates need adequate time to practice skills, interact with diverse students and staff, and adequate opportunity to reflect on these experiences.

In addition, teacher educators can communicate the developmental process involved in becoming a social justice educator. This can normalize the discomfort they might experience, and with exposure and experience this discomfort can evolve into commitment, confidence, and passion for teaching about social justice.

Conclusion

The current state of affairs of multicultural education is complex, profoundly sensitive to political agendas, and difficult to evaluate. Practices within each state vary dramatically, and even more variation is found between different institutions. As the demographic distribution of the US population evolves, the needs will become more imperative and with that, hopefully the numbers of teachers who will continue this commitment to multicultural pedagogies will also grow.

Training educators in multicultural education practices is integral if the developmental level of the students are taken into consideration (Aboud, 2005). Integrating the opportunities for students of different ages is an important part of this process. For example, educators can begin to understand that as young people reach the concrete operational stage of cognitive development, they begin to develop the ability to consider various social points of view and the ability to challenge and resist stereotypes (Charles, 1974). Gearing interventions (such as the FAIR curriculum) to students in developmentally meaningful ways can aid in this process. When working with preschool and early elementary students, it is important to gear interventions to the children's lives, such as through the use of toys can be helpful. When working with junior

high and high school students, honestly exploring the implications of socioeconomic status in safe and constructive ways also be useful.

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APPENDICES

Appendix A

FAIR: A curriculum encouraging Fairness for All Individuals through Respect
Instructions for the 5 FAIR Activities

FAIR: A CURRICULUM ENCOURAGING
FAIRNESS FOR ALL INDIVIDUALS THROUGH RESPECT

All activity instructions are available on the FAIR website:
<http://www.fair.cahs.colostate.edu>

Activity 1: Images in our Minds

Activity Background Information:

Below are some ideas about how to conceptualize the terms used in the curriculum. These descriptions of terms are not necessarily to read or to lecture about to the students but rather to help you think about how you might lead a discussion. It is a goal of the curriculum to allow the children to explain the terms in ways that make the most sense to them. Elicit definitions from the children by using open-end questioning. In this way, the students' meaning of these terms will be shaped and provide a foundation for the students and you to refer to throughout the activities.

Activity Instructions:

- There are a few ways to facilitate this activity. Here are two examples: One way is to read an entire story to the children and ask them what they thought about the characters after the story is completed. Another way is to read some of the story and then stop to ask the children who they thought about when they heard a particular character. For example, read the first line of a story then stop to ask, "When you heard me read "teacher" did you think of a woman or a man?"; "What makes you think the teacher was a...". Then keep going through the story and talk about each character and what the children thought about each character's gender, race, and how much money they make.
- This activity allows children to become aware of their own assumptions about people. Be sensitive not to embarrass any students and create a safe atmosphere to discuss raw feelings and thoughts about the characters. Elicit this information from the children by asking open-ended questions, "What influenced you to..."; "Tell me more about that..."; "How could we work to change..."; "How did you feel when..."; "What did you think when..."; "What came to your mind when..."; "What do you think about..."; "What has been your experience with". Try not answer questions for the children that they can answer for themselves and others in the class might be able to address. You do not have to take the responsibility of the expert. Let the children explore this information freely.
- After the children describe what they thought about the characters, discuss how to challenge and change our stereotypes by talking about a diverse array of people who actually do the same job, are in the same position, or do the activity that is portrayed in the story.

Activity Supplies:

- At least one copy of the stories to be read to the students; or students may have their own copies to read to themselves.

- If facilitator chooses to have students code the story characters, students will need a piece of paper to draw four columns. First column label '*character*'; second column label '*gender*'; third column label '*race*'; and fourth column label '*money*'. Students may write their first thoughts about each character in the column proceeding horizontally.

Possible messages to elicit and integrate throughout discussion:

- We all have stereotypes based on gender, race, and class. Recognizing our own stereotypic images is an important step in creating alternative images of ourselves and others to believe in more possibilities for all people. It is important that we learn to expand our thinking what we believe people do and who they are about, who we are, and what is our potential.
- Many people who read these stories tend to think that a lot of the characters are European American and that women were parents, teachers, and secretaries, and that men were principals, police, and mayors. But we know that these images are limiting – that no matter what a person's gender or race is that they are capable of doing anything. It is just our stereotypes that make us limit others and ourselves. We can and need to change this!
- Many times the first picture that comes into our minds when we think of a person is based on what we have learned from TV, magazines, or advertisements that are all around us.
- The media we are exposed to such as the movies we see, magazines and books we read, games we play, television shows, and commercials sometimes lead us to believe that our roles and responsibilities are determined by gender and race.
- These messages are very harmful! These limiting messages prevent us from thinking with open minds about who we are and what we want to be. These hurtful messages also make us believe that others are not able to do certain things or grow up to work at particular jobs because of their gender or race. And WE KNOW THAT IS NOT TRUE!!
- However, some of what we think is based on what is actually true (e.g., statistically speaking, there are more male police officers than female) but this does not mean it is the way it has to remain/be.
- We need to recognize the changes that ARE taking place (e.g., increase in number of stay-home fathers and working mothers; WNBA; more women than men training to be doctors, etc.)

Remember, we must believe and act in ways that show that men and women of all races are able to be anything, if we allow one another to be freed from limiting stereotypes and harmful assumptions. How will you start making a difference today? Try by getting to know yourself, your own interests, your likes and dislikes. Try by not projecting on others, but getting to know each person as an individual AND as part of a community. Start by thinking of integration not separation. BE CURIOUS NOT AFRAID!

Off to the Fair

The *parent* handed the children their lunches and kissed them good-bye. As soon as they entered the fair, they ran straight for the lights of the first ice cream stand they saw. As they stood in line,

they saw that a *teacher* who was at the fair with a class, was having a severe asthma attack. The *owner of the Fair* called an ambulance immediately. The *rescue workers* were delayed because they had just been at a crime scene where they had to help the *police* arrest *two people* and take them to jail. When the rescue workers finally arrived at the fair, they quickly rushed the *teacher* to the hospital. Once in the emergency room, a *doctor* gave the *teacher* an inhaler that helped with breathing. A *nurse* gave the *teacher* a shot of medicine that opened up the *teacher's* lungs. The *teacher* feels better now!

Now ask yourself:

What was the first image in your mind about each of the characters (in italics)?

What was the gender of each character?

What race was each character?

How much money did I think the person had? A lot? A little? In between?

Findings

When we read these stories we thought that a lot of the people in these stories were European American (Caucasian, white), that the parents, teachers, and secretaries were women, and the principals, police, and mayors were men. This made us curious about why our first thoughts were mostly of white people and that the people in positions of power were men. We then realized that these images are limiting and harmful! No matter what a person's gender or race, they are capable of doing anything. It is just our stereotypes that make us limit people.

Activity 2: Toy Sorting

Activity Background Information:

It is important for children to know who they are and where they belong to, be sensitive to the fact that gender is a main sorting force in our society and that we need to offer support and options besides the extreme ends of the gender/sex continuum. Take a moment to reflect about this. Can you think of an example of something with regard to children that is not divided in some way by boy or girl? It is difficult. Messages of roles and who we should be are all around us and are often based on gender schema. These messages can be helpful and unhelpful. It is up to us to notice the difference and understand how they influence our choices for good or for bad.

Activity Instructions:

- Direct the children's attention to the stack of toys at the front of the room and the two boxes (one blue and one pink) on either side of the stack. Without giving any more away, simply ask the children to divide the toys into the toy boxes ['toys intended for girls' and 'toys intended for boys']. Give the children time to sort the toys.
- When the children are done sorting the toys, ask them to sit down next to the toy boxes. Take some of the toys out of the boxes and ask the students questions like, "*What do you notice about the toys in the pink box? The blue box?*"; "*How did you sort the toys?*"; "*How did you know in which box to put the toys?*"; "*What do the toys in the pink box say to us about the roles of girls? About who they can be and what they can do?*"; "*What do the toys in the blue box say to us about the roles of boys?; About who they can be and what they can do?*".
- Hold up specific toys and encourage the students to talk about the toys and the messages they send along with who can play with the toys. What observations do the children have about the toy sorting and about gender messages given by the toys they play with; ask if there were any toys that were difficult to sort; refer to 'main messages' for discussion guidance.
- After a few minutes of discussion, ask the children, "*What happens when a girl wants to play with this [pick up a toy from the blue box]?*" and "*what happens when a boy want to play with this pick up a toy from pink box]?*" Ask the students about how they are limited. Have them give examples of times that they have felt limited for one reason or another. Then help them make the link that by saying that there are only certain toys or objects for girls and certain toys or objects for boys that this is limiting too.
- Give examples of how we limit others when we make fun of them or are mean to them because they want to do something different than what we might want to do. We are being unfair when we form ideas that only girls can do certain things and only boys can do certain things. This may lead to people feeling bad about themselves and limiting themselves based on what others think of them.
- Introduce the common net (trapeze net). *What would happen if we encouraged boys and girls to share with each other and whoever wanted to play with them?* If we let the toys come out of the pink and blue boxes and to be part of the common net, then we all can choose what we want to play with based on what we think might be fun or exciting or

what interests us. When we think of a net we picture a flexible, supportive environment rather than the confining environment of a box. At this point, ask the children to help you take the toys out of the blue and pink boxes and share them with everyone in the common net.

Activity Supplies:

- Pink box, Blue box, (pink and blue box about the same size and big enough to hold 8-10 toys)
- Net (could be a grocery net bag, stuffed animal hammock and big enough to hold 15-20 toys)
- Several toys, games, books, fabric, and other appropriate objects for the participants to sort. Possible messages to elicit and integrate throughout discussion:
- Notice how a lot of the toys in the pink box have to do with domestic tasks, beauty, fashion, self-improvement, nurturing roles, and externally focused imagination. Although girls do and can strive to have futures full of nurturing relationships, they also deserve to be free to choose fulfilling careers and to be encouraged to feel good about themselves just as they are.
- Notice how a lot of the toys in the blue box have to do with adventure, being active, independent roles, and internally focused imagination. Although boys do and can strive to have futures with fulfilling careers, it is also important that boys are given freedom to explore ways to develop nurturing relationships. They deserve to feel good about themselves and their relationships.
- If we keep sending messages with toys that girls can only do certain things and boys can only do certain things, their options for who they want to be and who they think others can be becomes very limited. We want to allow more options.
- There are so many things that are divided up into “girl” or “boy”. This is often done by the types of entertainment that is advertised for just girls and marketed for just boys; there are several examples of the subtle ways that this is done. For instance, notice the color of the toy boxes, you probably knew that the pink was for a girl and the blue was for a boy. How did you know? We are not saying that girls should not wear pink and boys should. But what we are saying is that messages about gender are pervasive, sneaky, and quite restrictive. Boys and girls should feel free and encouraged to play with any toys!
- The net literally and figuratively is a flexible object that represents ideal gender norms. The weaving of the net symbolizes the coming together of the two separate genders. This “safety net” creates a comfortable, supportive and non-judgmental environment in which children can explore without the limits that their gender imposes.
- We need to learn to celebrate and not exaggerate differences.

REMEMBER:

Play with any and all toys and games, read a lot of diverse books about men and women, explore your senses with many types of textures, music, and scenery, and encourage your friends to also, no matter if they are a girl or a boy! Choose those things that interest and inspire you to be you.

Activity 3: In-The-Box/Out-Of-The-Box (Image Collage)

Activity Background Information:

Remember during the Toy Sorting activity when we talked about being in the box? Well, this activity demonstrates what we mean! Imagine you were inside a box (do not go in a box, just pretend). Can you envision what it would feel like? Being in a box would be cramped with little room to move around. Sometimes this is exactly what messages from our society do to us – they limit us - in terms of who we can be and what we can do based on our gender and race. In other words, messages from the media tell us that a boy should be a certain way, dress in a particular fashion, only show his feelings in specified situations and ways, and be interested in only specific activities. By making boys believe that they are limited to only certain ways of living is confining – a lot like being in a box. For girls it is the same, but they are told different things to do, be, and feel because they are girls.

Activity Instructions:

Give the students some very specific examples of what we mean by limited messages from media. Draw two boxes on the board. Ask the students to help you fill in the first box with several characteristics, interests, and behaviors that society and the media prescribe to the value of being a boy [see example below]. Then do the same for girls in the second box. Ask the students to help you fill in second box with several characteristics, interests, and behaviors that society and the media prescribe to the value of being a girl [see example below].

Box explanation example (be creative and free to add more – this is just a point of reference):

Boys In-The-Box

- Play with trucks and guns
- Be good in Math and Science
- Lead and Initiate
- Be aggressive
- Limit expression of feelings
- Be independent

Girls In-The-Box

- Play with house and self-improvement toys.
- Be good in English and Art
- Follow others
- Be quiet
- Be vulnerable and weak
- Be beautiful and skinny

- After the boxes are draw and description are written in the boxes, ask the children to describe what happens when a boy or a girl do things that are not in-the-box behaviors or have qualities other than those written in the box? Why do not girls just be independent? And why do not boys just express their feelings and be vulnerable? Help the students think of examples of what happen to girls and boys when they act out of the gender box. For instance, girls and boys get called names, made fun, and ridiculed (e.g., sissy, wuss, mom's boy or bossy, tomboy, or mean). Show the children laminated pictures of in-the-box and out-of-the-box messages and ask them what they see.

- To replace the ideas that girls and boys need to act in the box to display valuable qualities, it is important to reframe out-of-the-box behavior and characteristics. So what can you think of that can help them feel more comfortable to come out of their boxes? Girls out of their boxes are independent, speak for themselves, are leaders, are good at any school subject; Same for boys, they are expressive, like their healthy body as is, and can depend on others. So we can all be in a common area with our own unique ways of being! Take from a variety of characteristics, try them on, and celebrate them.
- After the children understand the in/out-of-the-box metaphor put them in groups of four or five and give them a big flatten cardboard box. Ask the children to get a scissors and some glue or tape. Give each student a magazine. Ask them to find an in-the-box picture and cut it out. After a few students have found a picture, ask one of the students to show and describe it to the rest of the participants. Then give the students 5-10 minutes to each find three in-the-box pictures and paste them on the inside of the boxes. When 5-10 minutes has passed, ask the students to find an out-of-the-box picture. After a few students have found a picture, ask one of the students to show and describe it to the rest of the participants. Then give the students 5-10 minutes to each find three out-of-the-box pictures and paste them on the outside of their boxes. When all the pictures are pasted on the boxes, guide the children in putting their box back together so that the in-the-box images are inside the box and the out-of-the box images are on the outside of the box – tape or clamp the boxes to stay in form.
- When the students are done with their collage have each group tell about one picture either inside or outside of their box and what messages the pictures give to girls and boys. Have a discussion about the helpful and unhelpful messages that are in the media. Help the children realize that it is up to all of us to notice the difference and to understand how we influence these choices. Encourage them to attempt to recognize and choose images that give out-of-the box messages: messages that boys can cook, play sports, be tough and be sensitive; and messages that show girls can be lovable, independent, and drive race cars!

Activity Supplies:

- Chalk or marker board to demonstrate in the box and out of the box messages
- Laminated pictures
- 4-5 medium-sized boxes (will need one cardboard box for every 4-5 students)
- 25-30 magazines (enough for each participant to have one)
- scissors and glue or tape (students will have these in their classroom)

Possible messages to elicit and integrate throughout discussion:

- When boys think they have to “act like a man” by being aggressive, tough, muscular, overly independent, and afraid to express they are acting “in the box”; When girls think they have to “be a lady” by being passive, weak, extremely thin and beautiful, overly dependent and afraid to express their intelligence, they are being “in the box”
- When boys and girls live and think “out of the box” they are assertive, strong and sensitive, nurturing in their relationships and serious about their schoolwork, careers, and

activities, they express their thoughts and their feelings and they like their healthy bodies the way they are. These boys and girls are free to be all of themselves and allow others to be free too (again, do not project, get to know!).

- Although, it is important for you and your friends to know who you are and where you belong. When girls and boys are allowed to act and do things out of the box, they are unlimited.
- It is hard to come out the box because you get called names and people are less likely to accept you. What can you do to change this? Who do you need to stand up for? Who do you need to honor?
- It is okay to do in the box things – just feel empowered to be out of the box to or to do in the box things with an attitude that is out of the box (i.e., assertive ballerina, paint your toenails red and be proud of them, cry if you get hurt playing football, etc.)
- People sometimes cannot ‘just come out’ of the box society has put them in due to uneven distribution of resources, prejudices, fear (keeping them in and keeping them from coming out), etc. – explain in context of ethnicity and inequality
- We need to learn to celebrate and not exaggerate gender differences.

Remember, it is okay to be who you are! AND allow others to be who they are too!

Activity 4: House Building

Activity Background Information:

The children will be given different amounts and quality of resources to build a house. The point of this activity is to help children realize the power of what they do not see, hear, or know on a daily basis in regard to others' access to resources and what influences people's character. This activity gives participants a glimpse at how they react to having more or less resources than others. And what happens when we all are expected to do all the same things regardless of what we have and how much we have. This exercise is very empowering as children witness and experience the reality of the "have's" and the "have not's" and the value our society unfairly prescribes to the amount of money people have as a reflection of individuals worth.

Activity Instructions:

Ask children to stand in a semicircle. Divide the children into four groups based on arbitrary characteristics (e.g., group 1 - any children with dogs, group 2 - any children who ate cereal for breakfast, group 3 - any children who like green, or group 4 – any children with white shoelaces). Once the children are in their groups, give them a bag of house-building supplies and instructions to build a house with the materials they find in their bags. Give them a specific amount of time to build their houses. Once each group has their bags and knows what to do, ask group 4 to go out in the hallway or go into a separate room to build their house. Example of what to say: "using the materials you have been given, I want each group to build a house; you may only use the materials given to you –do what you think is best. You will have about 15 minutes to build your house."

As the children are building the houses, write down your observations about what happens in the different groups. What do you notice about the children's interactions, expression or non-expression of feelings, behavior, etc.

Be sure to let the children know when they have 5 minutes left to build. When the allotted time is over, ask the children to stop building and invite group 4 back into the room with the other groups. Start a discussion and reflect on the process of building the houses. Use the observations you made as a reference point or helpful guide to encourage the children to describe and process their experiences. Ask the children questions such as:

- What do you notice about the houses?
- When you were building the houses, what did you notice about each group's supplies and finished house?
- Did you notice a difference in resources and materials to build a sufficient house?
- Was there any arguing or fighting in any of the groups?
- Was anyone frustrated in any of the groups?
- It happens a lot in the groups that do not have very many supplies and whose materials are not very good. Why do you think these groups might argue more than the groups who have a lot of nice supplies?

- Remember the group who went out of the room to build their house. Did this group get along differently than the other groups? Or differently than the group with the same supplies who were near the other groups when they built their house?
- Why do you think the group outside the room had a different experience? They are not comparing themselves to others?
- Ask the group with the most supplies and the nicest materials what they noticed about the other houses and groups while they were building their house. When we ask other children this question, do you know what they say? Typically, the group with the most resources does not even notice that the other two groups, particularly the group with the least resources, are frustrated and have not-so good supplies.

To end the discussion and while children are sitting near their houses do this quick lesson with them. Below the lesson is written out verbatim. But be more effect by using your own genuine wording and spontaneity.

The lesson:

- “I have a few more things that I would like to give you according to what kind of house you have and therefore what you may be able to buy and provide for yourselves.”
- Pass out money for groceries and medical care. “A lot of times it is very difficult to buy foods that are good for our bodies or medical care if we are sick, when we only have a little bit of money.”
- Then pass out books. “Money also allows people to pay for schooling, which helps them get jobs that pay more money.
- Then say, “Now, I have some other things that I wanted to give you, but I could not figure out who should get what based on how much money they have:
- Like ‘hard working’ I cannot possibly determine based on how much money you, who is ‘hard-working’ I believe that money does not determine who is hardworking, you can all be hardworking.
- I also have the characteristics of Smart and Wise; being smart and wise doesn’t have to do with how much money you have.
- ‘Generous and Giving’; no matter how much money you have or do not have, everyone can be generous and giving.
- ‘Honest and Truthful’; no amount of money can make people honest and truthful, we all can be.
- ‘Nice and Caring’; being nice and caring is not determined by how much money you have, we all can be nice and caring.
- ‘Fun and Playful’; everyone can be fun and playful – it doesn’t matter how much money you have.
- ‘Loving and Happy’; being loving and happy has nothing to do with how much money you have, we all can be loving and happy.
- Finally, ‘valued and important’; everyone should be valued and important and feel valued and important no matter how much money you have.

Activity Supplies:

- 4 big black garbage bags
- Gather materials from recycling or trash bins that can be used to construct a model of a house
 - Bag One – Most/Best: contains the highest quality and most abundant building supplies (e.g. sturdy cardboard, thick poster board, strong duct tape, furniture, accessories, etc.).
 - Bag Two – Middle/Okay supplies: just enough materials to build a house and reliable materials (e.g., decent cardboard, effective tape, perhaps some furniture or decorative supplies, etc.)
 - Bag Three – Least/Worst supplies: limited supplies that are lesser quality and make it difficult to build a house (e.g., Styrofoam, masking or scotch tape, little amounts of these items, and little or no decorative items, etc.)
 - Bag Four – Least/Worst supplies: limited supplies that are lesser quality and make it difficult to build a house (e.g., Styrofoam, masking or scotch tape, little amounts of these items, and little or no decorative items, etc.)

Possible messages to elicit and integrate throughout discussion:

- Even if people do not have money, most things that our valued in our society have to do with money and the things money can buy such that even though people with a low income will over buy, so that they may have ‘things of value’ so that they perhaps will be valued or feel valuable, but this only leads to more discrepancy and debt. It is important to learn that money truly CANNOT buy happiness – it is an attitude – a feeling – money buys things.
- Be thoughtful not to be projecting an agenda of socialism, but instead create an awareness of the unequal distribution of resources and what that does to people. Sometimes people cannot get a better job or just try harder due to uneven distribution of resources, prejudices, fears of others and their own fears, etc. –explain in context of race and inequality.
- Our society often expects people to have the same outcome in life, regardless of the resources with which they begin. For example, resources such as good schools and libraries, money for vacations to explore the world, time to be with children versus having to work two jobs. Also, there is a lot of emphasis in our society on how much people have – on how good their supplies are. Therefore, we sometimes make assumptions about people like who might live in what type of house, what the person is like if they have fancy clothes or brand name shoes.
- Also, remember the media? Well, the media gives us messages about wealth. They tell us that characteristics like fun, interesting, generous, hard working and loving can be determined by the amount of money that people have. But that is impossible! People are more than their money!!
- Shoes and houses do NOT determine how important or valuable a person is!

Remember, no matter how much or little money you or someone else has, EVERYONE is VALUABLE and IMPORTANT and ANYONE can be SMART, FUN, KIND, HONEST And LOVABLE and HAPPY!!!

FYI: Common outcomes of this activity:

- Children in the group with the most resources typically get along well as a group; appear to be have a good time (i.e., lots of laughing and excitement); each child has an individual project or is able to be creative on their own; they do not use all of their supplies/resources; they waste a lot of their supplies/resources; they do not clean up their messes as they go along; they do not notice what other groups are doing.
- Children in the group with the medium amount of resources frequently get along well, work diligently together; they are not wasteful; they clean up as they go; they appear to enjoy their work; they build a sturdy home; they do not add extra items to their homes – kept pretty simple; they may or may not notice what other groups are doing, but do not seem to be bothered either way.
- Children in the group with the least amount of resources and stay in the room with the other two groups often engage in a lot of arguing; they steal from the other groups; they get upset about how unfair the distribution of resources are and start to vocalize their feelings (some even cry or quit); they build pools or airplanes before even building their home; they do not waste their supplies, but may not use them in the most efficient manner; they are very conscious about what the other groups are doing, what they have; they use all of their supplies and finish way before others.
- Children in the group with the least amount of resources and go out of the room away from other groups tend to get along fairly well; they work as a team; they use all of their supplies efficiently and constructively; they do not concentrate on having “wealthy items” (i.e., pools, cars, airplanes, etc.); they appear to enjoy their work; they are not concerned with the other groups (although they are curious as to why they were asked to leave the room).

Activity 5: Marine Life Story

Activity Background Information:

This activity is a metaphoric story about a variety of feelings and behaviors we have and do as a result of being fearful and afraid of not having enough or of being in conflict about scarcity versus abundance. The metaphor is about these four creatures:

- The Shark
- The Carp
- The Crab
- The Dolphin

Activity Instructions:

Introduce each creature and what each does. Tell the children the story of these creatures, giving them the metaphor of how we behave and what we are thinking: (Here is a suggested way to tell the story, but remember facilitation is better when it is genuine and spontaneous.) Please try to use your own words and creativity while portraying the creatures in as the metaphor.)

Marine Life Story

“I want to talk to you about four animal creatures, a shark, a carp, a crab, and a dolphin. All of us can decide to act like any of these creatures at any time in our day-to-day interactions with each other. Sharks tend to swim on the surface of the water in order to watch all that goes on below them. Sharks put other people down to make themselves feel like they are above and better than others. Sharks are afraid that there will not be enough of the good things in life to go around, so they want to make sure that they get theirs. Carp are similar to Sharks in that they too are afraid that there are not enough of the good things in life to go around. But instead of believing that they are better than others like the Shark, the carp does not think that it is as good as others. In fact, they swim on the bottom of the ocean eating whatever falls to the bottom, trying not to upset the Shark. Carp believe that if Sharks think that they are better than Carp, then it must be true.

The crab sees what goes on between the Shark and the Carp, but the Crab is too frightened to do anything about it. The Crab walks side-to-side, afraid to take a stand, afraid to stand up to the shark and not encouraging the carp to believe in themselves. Crabs are bystanders. Crabs do not defend against unfairness because they just do not know what to say or do; they are afraid to help out.

Dolphins are able to swim both at the bottom of the water, where Carps live, and at the top of the water, where Sharks hang out. Dolphins do not believe that they are better or less than others; they believe that they are equal with others. Dolphins believe in winwin outcomes and cooperation. Dolphins have the courage to stand up to what they know is fair and right. Dolphins know that there are enough good things in life to share with others.”

Now discuss with the children about how we all have options to be each one of the fish at any given point, but that our choices to be any of these fish influence the others. Ask the children to talk about their experiences being a Shark, a Carp, a Crab, and a Dolphin. They can draw their

thoughts and experiences, write a descriptive story, or they can jot down some thoughts about the creatures. Ask some of the children to show and describe their drawings or share their thoughts.

Activity Supplies

- Marine Life pictures
- Drawing paper for each participant or copies of marine life templates
- Markers, pencils, pens, and crayons (student will have these items at school)

Possible messages to elicit and integrate throughout discussion:

- We have all of these creatures within us; it is up to us to choose which one we are going to be at any given time. We all have options each day and each moment to choose to be either a Shark, a Carp, a Crab, or a Dolphin. There are times when we all have acted like each one of these fish. So be the Dolphin - do not ever think that you are above or below anyone else; treat others as equals; stand up for what you think is right; believe in yourself; see the good in others.
- Get to know people and build a community of safe curiosity and a place free of fear.
- Give some examples using people of diverse races, genders, and socio-economic statuses to depict the behaviors and thoughts of the creatures. How would a Shark, Carp, Crab, or Dolphin act, if....: someone is beating someone else up; someone is making fun of someone; someone does not have as much as someone else; etc.

Remember, sometimes we want to act like a Shark, or a Carp, or a Crab. But do your best to be like the Dolphin and help others to be like the Dolphin too!

Appendix B

January 2005 Conference Questionnaires (1, 2, & 3)

Pre-Conference Questionnaire (1)

ID Code: _____

The following questionnaire should take approximately 10-20 minutes to complete. Please check one of the three boxes informing us of how you want your questionnaire to be used in relation to this research.

We will fully respect the wishes of all participants.

- I will fill out the questionnaire, but I do not want it to be used for research purposes.
- I will fill out the questionnaire, and want it to be used for research purposes.
[Please be sure you have signed the consent]
- I do not want to fill out this questionnaire.

About You:

1. ***What year were you born?*** _____

2. ***What is your gender?*** _____

3. ***What is your race?*** _____

4. ***What is your current role in working with children or students?***

- Teacher _____
- Counselor _____
- Administrator _____
- Other (please specify) _____

5. ***With what grade level would you facilitate the FAIR curriculum?***

6. ***Please estimate the number of students in your class who are:***

- Female _____
- Male _____
- Other _____

7. ***Please estimate the number of students who are: (Please note: If you are not currently working in a school, think about the last group of young people you worked with to answer as you respond to the questions.)***

- African American _____
- Native American _____
- Asian American _____
- Pacific Island American _____
- Latino/a American _____
- Middle Eastern American _____
- European American _____
- Biracial _____
- Other (please specify): _____

For the next section, please mark an X on the line that best describes you, right now.
 Feel free to add any additional comments or suggestions in the space provided.

In the process of integrating sexism and gender-related issues in to my classroom, I feel:

Comfortable	_____	_____	_____	_____	_____	_____	_____	Tense
Confident	_____	_____	_____	_____	_____	_____	_____	Insecure
Motivated	_____	_____	_____	_____	_____	_____	_____	Uninterested
Helpful	_____	_____	_____	_____	_____	_____	_____	Ineffective
Optimistic	_____	_____	_____	_____	_____	_____	_____	Discouraged
Knowledgeable	_____	_____	_____	_____	_____	_____	_____	Uninformed
Supported	_____	_____	_____	_____	_____	_____	_____	Alone
Ready	_____	_____	_____	_____	_____	_____	_____	Unprepared
Capable	_____	_____	_____	_____	_____	_____	_____	Incompetent
Inspired	_____	_____	_____	_____	_____	_____	_____	Indifferent

In the process of integrating racism and race-related issues in to my classroom, I feel:

Comfortable	_____	_____	_____	_____	_____	_____	_____	Tense
Confident	_____	_____	_____	_____	_____	_____	_____	Insecure
Motivated	_____	_____	_____	_____	_____	_____	_____	Uninterested
Helpful	_____	_____	_____	_____	_____	_____	_____	Ineffective
Optimistic	_____	_____	_____	_____	_____	_____	_____	Discouraged
Knowledgeable	_____	_____	_____	_____	_____	_____	_____	Uninformed
Supported	_____	_____	_____	_____	_____	_____	_____	Alone
Ready	_____	_____	_____	_____	_____	_____	_____	Unprepared
Capable	_____	_____	_____	_____	_____	_____	_____	Incompetent
Inspired	_____	_____	_____	_____	_____	_____	_____	Indifferent

**In the process of integrating classism and class-related issues
in to my classroom, I feel:**

Comfortable	___	___	___	___	___	___	___	Tense
Confident	___	___	___	___	___	___	___	Insecure
Motivated	___	___	___	___	___	___	___	Uninterested
Helpful	___	___	___	___	___	___	___	Ineffective
Optimistic	___	___	___	___	___	___	___	Discouraged
Knowledgeable	___	___	___	___	___	___	___	Uninformed
Supported	___	___	___	___	___	___	___	Alone
Ready	___	___	___	___	___	___	___	Unprepared
Capable	___	___	___	___	___	___	___	Incompetent
Inspired	___	___	___	___	___	___	___	Indifferent

Thank you for your time!

Post-conference Questionnaire (2)

ID Code: _____

The following questionnaire should take approximately 10-20 minutes to complete. Please check one of the three boxes informing us of how you want your questionnaire to be used in relation to this research. We will fully respect the wishes of all participants.

- I will fill out the questionnaire, but I do not want it to be used for research purposes.
- I will fill out the questionnaire, and want it to be used for research purposes.
- [Please be sure you have signed the consent]
- I do not want to fill out this questionnaire.

Please answer the following questions.

1. How well did the workshop meet your needs and expectations? What did you learn?

2. What are your initial thoughts about the FAIR curriculum? How do you feel your students would receive the activities?

3. Please share your thoughts regarding the five activities:

Activity (Description)	Thoughts or comments about the activity.	Prediction of how your students will receive this activity.
<p><i>Images in our Minds (Stories used to illicit internalized images about stereotypes)</i></p>		

<p>Toy Sorting <i>(Sorting real toys or images of toys into blue or pink boxes to analyze messages children receive about gender through toys and play).</i></p>		
<p>Image Collage <i>(Analyzing magazine and other images to identify if they are limiting, in-the-box images, or empowering, out-of-the-box images).</i></p>		
<p>Build A House <i>(Building houses with different quantities/qualities of supplies. Analyzing value of people in our society based on their socio-economic status).</i></p>		

<p>Marine-Life Story <i>(Metaphorical story involving a dolphin, shark, carp, an crab designed to highlight how we can choose different ways of interacting with people and why fairness for all, represented by the dolphin, is crucial to a just society)</i></p>		
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4. Do you feel prepared to implement FAIR with your students? What would support you in this implementation?

5. How do you anticipate utilizing the FAIR consultants?

6. When do you plan on implementing the program?

7. Please describe any experiences you had today that were particularly helpful to you.

8. *Please describe any experiences you had today that were less than helpful to you.*

9. *Now that you have completed the workshop, if a child in your class used racially or ethnically degrading words against another child, how would you want to respond or handle the situation? What tools that you learned today will help you to handle this challenging situation?*

For the next section, please mark an X on the line that best describes you, right now.
 Feel free to add any additional comments or suggestions in the space provided.

In the process of integrating sexism and gender-related issues in to my classroom, I feel:

Comfortable	_____	_____	_____	_____	_____	_____	_____	Tense
Confident	_____	_____	_____	_____	_____	_____	_____	Insecure
Motivated	_____	_____	_____	_____	_____	_____	_____	Uninterested
Helpful	_____	_____	_____	_____	_____	_____	_____	Ineffective
Optimistic	_____	_____	_____	_____	_____	_____	_____	Discouraged
Knowledgeable	_____	_____	_____	_____	_____	_____	_____	Uninformed
Supported	_____	_____	_____	_____	_____	_____	_____	Alone
Ready	_____	_____	_____	_____	_____	_____	_____	Unprepared
Capable	_____	_____	_____	_____	_____	_____	_____	Incompetent
Inspired	_____	_____	_____	_____	_____	_____	_____	Indifferent

In the process of integrating racism and race-related issues in to my classroom, I feel:

Comfortable	___	___	___	___	___	___	___	Tense
Confident	___	___	___	___	___	___	___	Insecure
Motivated	___	___	___	___	___	___	___	Uninterested
Helpful	___	___	___	___	___	___	___	Ineffective
Optimistic	___	___	___	___	___	___	___	Discouraged
Knowledgeable	___	___	___	___	___	___	___	Uninformed
Supported	___	___	___	___	___	___	___	Alone
Ready	___	___	___	___	___	___	___	Unprepared
Capable	___	___	___	___	___	___	___	Incompetent
Inspired	___	___	___	___	___	___	___	Indifferent

In the process of integrating classism and class-related issues in to my classroom, I feel:

Comfortable	___	___	___	___	___	___	___	Tense
Confident	___	___	___	___	___	___	___	Insecure
Motivated	___	___	___	___	___	___	___	Uninterested
Helpful	___	___	___	___	___	___	___	Ineffective
Optimistic	___	___	___	___	___	___	___	Discouraged
Knowledgeable	___	___	___	___	___	___	___	Uninformed
Supported	___	___	___	___	___	___	___	Alone
Ready	___	___	___	___	___	___	___	Unprepared
Capable	___	___	___	___	___	___	___	Incompetent
Inspired	___	___	___	___	___	___	___	Indifferent

Thank you for your time!

Post-FAIR Implementation Questionnaire (3)

ID Code: _____

(From your conference folder)

The following questionnaire should take approximately 20-30 minutes to complete. Please check one of the three boxes informing us of how you want your questionnaire to be used in relation to this research.

- I will fill out the questionnaire, but I do not want it to be used for research purposes.
 - I will fill out the questionnaire, and want it to be used for research purposes.
[Please be sure you have signed the consent]
 - I do not want to fill out this questionnaire.
-

1. Did you facilitate the FAIR curriculum? (If no, please skip to question 11.)

2. What is your current role in working with children or students?

Teacher _____
Counselor _____
Administrator _____
Other (please specify) _____

3. With what grade level did you facilitate the FAIR curriculum?

4. Please estimate the number of students in the class that participated in FAIR:

Female _____
Male _____
Other _____

5. Please estimate the number of students who are: (Please note: If you are not currently working in a school, think about the last group of young people you worked with to answer as you respond to the questions.)

African American _____
Native American _____
Asian American _____
Pacific Island American _____
Latino/a American _____
Middle Eastern American _____
European American _____
Biracial _____
Other (please specify): _____

7. *What do you believe your students learned from the Marine-Life Story activity?*

8. *What did you think about the FAIR curriculum in general?*

9. *As you were implementing the curriculum, what did you notice about your students? Did they appear to be having fun? Were they open to discussing difference, diversity, or injustice? Were some children having strong reactions to the material? What was the nature of these reactions? How did the children leave the experience feeling? Inspired? Discouraged? Optimistic? Good or bad about themselves? How do you feel the experiential aspect of the curriculum influenced the children?*

10. *After you completed FAIR, what did you notice about how the children? Were class dynamics any different? Did children behave, interact, or discuss fairness about gender, race, or class in ways that were different than before they participated in FAIR? Did the children bring up the metaphors from FAIR (in-the-box, shark, carp, crab, dolphin) or general fairness and justice issues?*

11. *If you did not implement FAIR, please share with us what factors influenced this.*

*For the next section, please mark an X on the line that best describes you, right now.
Feel free to add any additional comments or suggestions in the space provided.*

In the process of integrating sexism and gender-related issues in to my classroom, I feel:

Comfortable _____	Tense
Confident _____	Insecure
Motivated _____	Uninterested
Helpful _____	Ineffective
Optimistic _____	Discouraged
Knowledgeable _____	Uninformed
Supported _____	Alone
Ready _____	Unprepared
Capable _____	Incompetent
Inspired _____	Indifferent

In the process of integrating racism and race-related issues in to my classroom, I feel:

Comfortable _____	Tense
Confident _____	Insecure
Motivated _____	Uninterested
Helpful _____	Ineffective
Optimistic _____	Discouraged
Knowledgeable _____	Uninformed
Supported _____	Alone
Ready _____	Unprepared
Capable _____	Incompetent
Inspired _____	Indifferent

**In the process of integrating classism and class-related issues in
to my classroom, I feel:**

Comfortable	___	___	___	___	___	___	Tense
Confident	___	___	___	___	___	___	Insecure
Motivated	___	___	___	___	___	___	Uninterested
Helpful	___	___	___	___	___	___	Ineffective
Optimistic	___	___	___	___	___	___	Discouraged
Knowledgeable	___	___	___	___	___	___	Uninformed
Supported	___	___	___	___	___	___	Alone
Ready	___	___	___	___	___	___	Unprepared
Capable	___	___	___	___	___	___	Incompetent
Inspired	___	___	___	___	___	___	Indifferent

Thank you for your time!

Appendix C

April 2006 Conference Evaluation

2006 FAIR Conference Feedback Form

Thanks for coming. We hope you enjoyed the conference. We would appreciate it if you would take a few minutes to fill out this form. Your answers are anonymous.

Activity One: Images in our Minds

How did this activity personally impact you?

What thoughts and/or concerns do you have about doing this activity with kids you work with?

What was helpful/unhelpful in learning this activity?

Activity Two: Prize Sorting

How did this activity personally impact you?

What thoughts and/or concerns do you have about doing this activity with kids you work with?

What was helpful/unhelpful in learning this activity?

Activity Three: In-the-box/Out-of-the-box Images

■ How did this activity personally impact you?

■ What thoughts and/or concerns do you have about doing this activity with kids you work with?

■ What was helpful/unhelpful in learning this activity?

Activity Four: Build a House

■ How did this activity personally impact you?

■ What thoughts and/or concerns do you have about doing this activity with kids you work with?

■ What was helpful/unhelpful in learning this activity?

Activity Five: Marine Life Story

■ How did this activity personally impact you?

■ What thoughts and/or concerns do you have about doing this activity with kids you work with?

■ What was helpful/unhelpful in learning this activity?

On a scale of one to five (one is low, five is high), after this conference how:

Personally empowered do you feel?

1 2 3 4 5

Motivated are you to use these activities?

1 2 3 4 5

Confident do you feel about using these activities?

1 2 3 4 5

What suggestions/critiques do you have about this conference?

What grade do you primarily teach?

Demographic information (optional)

Age:

Gender:

Race:

Thank you so much for your time.
Have a great night!

Appendix D

Consent Form

COLORADO STATE UNIVERSITY
INFORMED CONSENT TO PARTICIPATE IN A RESEARCH PROJECT

TITLE OF PROJECT: Integrating Social Justice into the Classroom Teacher Training – Conference Evaluation Questionnaires

NAME OF PRINCIPAL INVESTIGATOR: Toni Schindler Zimmerman, PhD

NAME OF CO-INVESTIGATOR: Jen Krafchick, MS and Jennifer T. Aberle, MS

CONTACT NAME AND PHONE NUMBER FOR QUESTIONS/PROBLEMS: Jen Krafchick-(970) 491-1639

PURPOSE OF THE RESEARCH:

Your completion of three brief questionnaires (pre- conference, post- conference, and post-FAIR implementation) will help us better understand the experiences and questions participants bring to the conference, how well the conference attended to participants' needs in preparing them to teach about social justice, and about how the curriculum implementation went for them.

PROCEDURES/METHODS TO BE USED:

If you would like to help us in this part of our project, you will be asked to:

- Step 1: Select the manner in which you wish to have your questionnaire used.
- Step 2: Complete the pre-conference questionnaire before the conference begins. This should take approximately 10 minutes.
- Step 3: Give the completed consent form and pre-conference questionnaire to the conference leaders.
- Step 4: During the closing session, complete the post-conference questionnaire. This should take approximately 10 minutes.
- Step 5: Give the completed post-conference questionnaire to the conference leaders.
- Step 6: Implement the FAIR curriculum with your class or a group of young people within two months following the conference.
- Step 7: Complete and return the post-FAIR implementation questionnaire that will be sent to you in late February (20-30 minutes).

RISKS INHERENT IN THE PROCEDURES:

There are no known risks to you when participating in this research. However, because the subject matter focuses on sensitive societal issues, you may experience some distress. If any distress occurs, it is likely to be short term. If the distress is bothersome, please call the Center for Family and Couple Therapy at CSU (970-491-5991). You will receive up to five free therapy sessions to help alleviate any distress, or if you would prefer to seek services elsewhere at your own expense, the Center staff will provide you with referrals to therapists in your community. It is not possible to identify all potential risks of participation in this study, but the researchers have taken reasonable safeguards to minimize any known or potential risks.

BENEFITS:

Completing these questionnaires will allow you to process what you would like to learn, and your experience at the conference. We will use this information to improve the conference format to improve how we train teachers, to further develop the FAIR curriculum, and to provide additional information to the body of literature on integrating social justice in the schools.

CONFIDENTIALITY:

Your identity as a participant in this research project is kept confidential in any published documents that result from this project. Pseudonyms will be used and identifying details will be changed to protect your identity. To protect your confidentiality, you will be assigned a three-digit code to be used on the questionnaire. This form and the master list will be stored separately from your questionnaire in a locked filing cabinet.

LIABILITY:

The Colorado Governmental Immunity Act determines and may limit Colorado State University’s legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of the injury. Questions about participants’ rights may be directed to Celia S. Walker at (970) 491-1563.

PARTICIPATION:

Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.

Your signature acknowledges that you have read the information stated and willingly sign this consent form. Your signature also acknowledges that you have received, on the date signed, a copy of this document. In addition, we may wish to re-contact you in the future as a result of your participation in this research. Please initial any of the choices below which reflect your wishes:

It is ok to re-contact me, but only for additional research relating to my experience with FAIR _____ (initials).

It is ok to re-contact me if there are opportunities to participate in media coverage on the topic FAIR _____ (initials).

Please do not re-contact me for any reason _____ (initials).

Participant name (printed)	Date	Mailing Address:
Participant signature	Date	
Witness to signature	Date	

Participant’s initials _____ Date _____

Appendix E

Table 2- Development of Social Justice Educators Summary

Table 2
 Development of Social Justice Educators Summary

Influential factors in social justice educator development	<i>Opportunities to process with other multicultural educators help to affirm efforts and challenges</i> <i>Opportunities for self-reflection are important in becoming social justice educators</i> <i>Exposure to diversity</i> <i>Member of an oppressed or marginalized group</i> <i>Academic /Trainings</i> <i>Activism</i> <i>Professional or volunteer experience with diverse populations</i> <i>Personal experiences with family members' or friends' diversity or experiences</i> <i>Changing socio-economic status</i> <i>Travel to different countries or regions of the United States</i>
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Appendix F

Table 3 - Specific Developmental Stages (by cluster) Summary

Table 3
Specific Developmental Stages (by cluster) Summary

	A (0-2 years)	B (2-6 yrs)	C (7-11 years)	D (12+ yrs)
General Themes	<p><i>Family is plays an important role in social justice with infants & toddlers.</i></p> <p><i>Classroom environment, toys, books, posters, photos, & other artifacts are influential with newborn to two year olds.</i></p> <p><i>Educators of newborns through two year olds will be intentional & aware in selecting multicultural artifacts for setting.</i></p>	<p><i>Two through six year olds are aware of stereotypes.</i></p> <p><i>Powerful influence of toys on children.</i></p> <p><i>Recognition of how gender stereotypes are reinforced by the marketing of gendered toys.</i></p> <p><i>Disturbed by impact media has on children.</i></p>	<p><i>Fourth, fifth, & sixth graders are at an optimal age to discuss social justice education.</i></p>	<p><i>Socio-economic status issues are significant with junior high & high school students.</i></p> <p><i>SES issues can be mitigated to an extent if schools or peers provide financial support so lower SES students are not excluded.</i></p> <p><i>Junior high & high school students are aware of social injustice, but many may not be receptive to having beliefs challenged.</i></p> <p><i>Strong influence from media on junior high school & high school students.</i></p>

	A (0-2 years)	B (2-6 yrs)	C (7-11 years)	D (12+ yrs)
FAIR	<i>Unable to implement FAIR activities with birth to two year olds.</i>	<i>FAIR is beneficial & enjoyable.</i>	<i>Activities seemed appropriate for 7-11 yr olds.</i>	<i>Challenging to fit into some subject areas.</i>
		<i>Unsure if most activities are effective for two to four year olds without adaptation, but some are appropriate for five to six year olds as is.</i>	<i>Ideal opportunities to implement FAIR at beginning of year & other transitions.</i>	<i>FAIR fits well into some subject areas.</i>
		<i>Difficult to find time to implement FAIR.</i>	<i>Difficult to find time to implement FAIR.</i>	<i>FAIR is too elementary for junior high & high school students.</i>
				<i>FAIR can be adapted/modified to fit junior high & high school students.</i>
				<i>FAIR is useful, helpful, safe, experiential.</i>
				<i>FAIR good for transitions & orientations.</i>
				<i>Difficult to find time to do FAIR, with testing emphasis.</i>

	A (0-2 years)	B (2-6 yrs)	C (7-11 years)	D (12+ yrs)
Images in our Minds		<i>Too advanced for preschoolers, may need to adapt.</i>	<i>Ideal for upper elementary students. Beneficial & enjoyable. Risk of reinforcing stereotypes & creating discomfort for stereotyped children.</i>	<i>Too elementary for adolescents. Appropriate for junior high & high school students. Useful, enjoyable, good, & safe starter activity. Not helpful, may offend some students. Fits well into certain subject areas, such as ESL or career related subjects. Need to adapt to subject area.</i>
Toy Sorting		<i>Developmentally appropriate activity for three to six year olds, particularly because it is experiential.</i>	<i>Ideal for elementary, especially primary years. Fits well with career units.</i>	<i>Too young for junior high & high school students. Resistance to binary, need more boxes. Appropriate & effective activity to identify gender stereotypes.</i>

	A (0-2 years)	B (2-6 yrs)	C (7-11 years)	D (12+ yrs)
Image Collage		<i>May be too difficult for preschoolers, but could modify activity.</i>	<i>Powerful & thought provoking activity.</i>	<i>Adapt for subject areas.</i> <i>Enjoyable, experiential, & fun.</i> <i>Media awareness about oppressive stereotypes.</i> <i>Students can bring magazines to make more relevant & save time.</i>
Build a House		<i>Preschoolers are too young to comprehend SES.</i> <i>Good activity for older children.</i>	<i>Brings up many emotions.</i> <i>House activity is risky.</i>	<i>Powerful activity.</i> <i>Have two facilitators.</i> <i>Ensure time to process.</i> <i>Risky activity.</i> <i>Emotional activity.</i>
Marine Life		<i>Too abstract for 2-4 year olds.</i> <i>Older preschoolers & kindergarteners (5-6 yr olds) would comprehend & enjoy.</i>	<i>Fits well with existing programs.</i> <i>Good for elementary, especially primary years.</i>	<i>Better suited for younger students.</i> <i>Metaphor did not make sense.</i> <i>Strong, fun, creative, & applicable.</i>

Appendix G

Table 4 – Across all Developmental Stages Summary

Table 4
 Across all Developmental Stages Summary

General Themes	<p><i>Social justice issues are intense & emotionally charged, especially issues related to socio-economic status.</i></p> <p><i>Talking about class is risky & can cause feelings of guilt, anger, & vulnerability in teachers & potentially students.</i></p> <p><i>Like with like- similar students stick together, particularly regarding race.</i></p> <p><i>Racism is subtle & insidious, & can be internalized in people of color.</i></p> <p><i>Disturbed by impact media has on children, particularly about gender.</i></p> <p><i>Girls are allowed to be “out of the box” more than boys are.</i></p> <p><i>Educators need institutional support for successful social justice integration.</i></p>
FAIR	<p><i>FAIR is ideal for orientation to new school year & transitions to set tone for fairness & respect.</i></p> <p><i>FAIR for staff development/ in-service/ teacher training.</i></p> <p><i>Educators recognize social justice messages in school environment & can be more intentional with the “curriculum on the walls” of their classroom & school.</i></p>