

Special Community of Practice Practitioner (1/7/21)

Schools Responding to the Violence at the U.S. Capitol: A Time to Help, a Time to Model, and a time to Teach

As happens after events such as 1/6/21, we have received requests for resources as folks consider how to provide supports to students, their families, teachers, staff, and administrators. One focus is on helping folks understand and make “sense of the critical incidents that happened today in our nation's Capital.” Others are worried about those who are negatively impacted. Still others want to use it as “teachable moment.”

- (1) The first consideration is to focus on *helping*. In doing so, remember that individuals will have different needs and varying perspectives. Consider the following steps:
 - open up lines of communication
 - provide general supports to maintain well-being
 - identify those who need special assistance to function
 - make referrals for specialized help as necessary
- (2) In providing help, be sure to *model* behavior that conveys caring, concern, and appropriate behavior.
- (3) Finally, this is a teachable moment. The problem is deciding what to teach (e.g., social emotional learning, civics, history, political sciences, psychology, etc.).

In our Special Practitioner on 11/2/20, we provided “Resources to Help Classrooms Process the 2020 Election” – some of which also will be helpful now. At that time, we offered a number of ideas and resources to support the work that always is needed after critical events.

We included the following excerpt from a resource on the IllinoisCivics blog
<https://illinoiscivics.blogspot.com/2020/10/where-do-we-go-from-here-resources-to.html>:

“Start with reflection – Your students may be wrestling with a range of emotions post-election. We cannot assume what students are feeling or their perceptions of the election results. The tools below can be used to “check-in” and see where students are at. After using the tool that works for you, collect student responses, and display them in a chart or word cloud. Discuss the patterns, trends, and outliers to build empathy and awareness of self and others in the class. Engage students in a proactive conversation about what can be done to address past issues and the question – *Where do we go from here?*

Revisit norms for discussion – One of the essential questions tackled in any classroom is, “How should we live together?” Revisit your classroom norms for discussion. What does productive dialogue look like, feel like, and sound like? If you are looking for tools to help to recalibrate or establish these norms. Here are a few... (Go to the site for links)

Have a Structure for Your Conversation – Great classroom discussions like great lesson plans, rarely “happen.” They take time and intention. Here are a few strategies you might think about employing to help students share their reflections and address the essential question, “Where do we go from here?”...

Words Matter – Classrooms often work to simulate the “real world” for students. However, much of the debate happening outside of the classroom is hyperbolic, misinformed, and often hurtful. Explicitly teaching and modeling “how we should live together” in the classroom is an important step to building “a more perfect union” outside of the classroom....

Model Media Literacy – Speculation and rumors may abound post-election day, especially if final results are delayed. You and your students do not have to navigate the information landscape alone....

This is NOT a “One and Done” Lesson Plan – These conversations will be ongoing. There are several civic learning providers who are creating space for educators to process, learn, and share resources....”

Listserv Participants: Let us know what you are doing and what you need during this emotional time? Send comments to Ltaylor@ucla.edu

Here’s some links to resources to help classrooms process the violence at the U.S. capitol.

>*Facing History and Ourselves created a Teaching Idea: Responding to Insurrection at the U.S. Capitol with strategies to support educators and students.*

<https://www.facinghistory.org/educator-resources/current-events/responding-insurrection-us-capitol>

>*Three ways to teach the insurrection at the U.S. Capitol* from PBS News Hour Extra includes video, text, and discussion questions.

<https://www.pbs.org/newshour/extra/daily-videos/classroom-resource-insurrection-at-the-u-s-capitol/>

>*Share My Lesson from AFT has curated video clips and lesson plans* to help facilitate meaningful discussions with students and communities about the attempt of a mob to infiltrate the capital and impede election certification in Washington, DC, and to put a focus on how crucial the foundations of democracy are to the preservation of a functional government

<https://sharemylesson.com/democracy?fbclid=IwAR241sShKhX0VGTsGBqXZVHJjmb1iZL2WO3p0ZXWF8CcfzJYtEE3JQ0IPZo>

>*The Bill of Rights Institute created a playlist of resources* considering principles, processes, and examples of constitutionally guided transitions of power.

<https://billofrightsinstitute.org/playlists/peacefultransitions?fbclid=IwAR2QMvLg9a5-sYk7K-xpGM4-zqcQ2yXH0j0PKCDm7Ghlx9wCPRC3DUvPCFU>

>The Social Studies Chat Network hosted a special discussion where educators crowdsourced resources for classroom use.

<https://docs.google.com/spreadsheets/d/e/2PACX-1vRf2ZYyesxg8kYbFkyQizyTe8QfhLwu631GTL52y1SHV6dMOh5bSaP0kM0IFcEQGtXk0WS9GpHrLJR/pubhtml?fbclid=IwAR18cLubOXxHugqPHsyjx6hLkDQFT-NPj5spctXhVMHCgKqhx6HM4SoxzdI>