

Equity Lens

Name(s):

School: Edstar

District:

Grade(s) Served: 9, 10, 11, 12

Domain: Personal-Social

Activity

Students will learn the concept of an Equity Lens, which is the perspective from which a person, group, or organization views how marginalized groups will be impacted by decisions or actions. An Equity Lens is developed based on life experiences. Students will view a video that illustrates two educators with different life experiences, who developed very different Equity Lenses from which they make decisions in education, then complete reflection exercises and discuss.

Lesson Topic

Interpersonal skills to help understand self and others

ASCA Mindset Standards

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

ASCA Behavior Standards

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions
B-SS 1. Use effective oral and written communication skills and listening skills
B-SS 4. Demonstrate empathy
B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objectives

By the end of this lesson, participants will be able to:
--Explain what an equity lens is and give at least one example
--Give examples of life experiences that would influence a person's equity lens
--Discuss the importance of understanding different equity lenses for communicating

Materials

Handouts
Youtube video
Internet and device to access the internet

Handouts/Resource

<https://www.youtube.com/watch?v=s3bJh35myto>
<https://aspirations.sparc37.com/high/EquityLensReflections.docx>" Complete the handout to prepare for a discussion.

Procedure

After viewing, the students will first complete the handout identifying which life experiences they think most affected the Equity Lens of the two women in the videos, and how their decisions might affect marginalized groups. They will then discuss with small groups.

After they discuss in small groups, ask students to share with the whole group. Discussion questions include:

- Which of the teachers' Equity Lens was closer to those in your group?
- Do you think communication could change someone's Equity Lens, and if so, how?

Have students complete the essay about how the hypothetical student could advocate for herself with Mrs. Smith. Ask students to share their ideas. Ask how policies might help with advocacy.

Plan for Evaluation: How will each of the following be captured?

Process Data

Roster, schedule for meeting. Record demographic data in the roster, such as race, gender, and age.

Perception Data

Use the Equity and Inclusion Survey for both a pre- and post-survey.

Outcome Data

Diversity of enrollment in rigorous courses.
Comparison of pre- and post-survey results.

Follow Up Plan for Students Who Do Not Meet Objectives

Individual meetings