

Below, you'll find a series of resources. These are intended to support school & shared leaders, teachers and students in processing the 2016 Election and in deepening their understanding of what occurred and why. These resources do not intend, either explicitly or implicitly, to provide commentary on the results of the 2016 Election.

These resources are ones of many that exist. Our intention is for this to be a document that can support all of us in doing the most important work -- supporting our students to become citizens of our nation and world who have a strong, informed and passionate voice **and** a seat at the table.

### **Text/video selections that could support processing for students:**

[Martin's Big Words](#) – Doreen Rappaport (elementary)

[Helen's Big World](#) – Doreen Rappaport (elementary)

[The Other Side](#) – Jacqueline Woodson (elementary)

[Each Kindness](#) – Jacqueline Woodson (elementary)

[The Kindness Quilt](#) – Nancy Elizabeth Wallace (elementary)

[Bridge to Terabithia](#) – Katherine Paterson (upper elementary)

[MLK's speech in 1965 during the march from Selma](#)

[Excerpts from MLK's Letter from a Birmingham Jail \(1963\)](#)

[Still I Rise – Maya Angelou](#) (MS/HS) – there's also a version of her reading it herself [here](#).

[Kid President Talking About How to Disagree Respectfully](#)

[Let America Be America Again - Langston Hughes](#)

[Video](#) to show kids about being respectful regardless of election outcome – RJ Palacio (MS)

[Speak](#) – Laurie Halse Anderson (MS/HS)

[Roll of Thunder, Hear My Cry](#) – Mildred D. Taylor (MS/HS)

[Charlie Chaplin - The Great Dictator Speech](#)

[Junot Diaz](#) – full acceptance speech after receiving the Hispanic Heritage Literature Award, filmed live at the Warner Theatre in Washington, D.C. on September 22, 2016 (1:10 onwards)

[The Dreamer](#) -- Pam Munoz Ryan (MS/HS) the scene after Uncle Orlando's newspaper has been burned to the group for his activism and willingness to speak up for the native Mapuche people, who are being killed and forcefully removed from their land:

"Uncle Orlando stood a little taller. 'Neftali, there is always something that can be done. For now, I will submit, on the outside. But on the inside, they can never make me surrender my true feelings. I will wait. And then I'll start again.' ...

Neftali looked at his uncle in disbelief. What was there to see? Everything his uncle had built was now gone. Why was he not fighting mad? Neftali threw up his arms. 'Nothing. I see nothing. The walls are gone. The machines are destroyed. There is nothing left, except one empty drawer. They have won...'

Uncle Orlando held up his hand to stop Neftali's ranting. He walked to a mound of smoking ash and kicked it with his boot. Underneath, glowing embers pulsed like a heart. 'You are wrong. Just like Mount Llaima, there is always something burning beneath the surface. Sometimes it takes years to erupt. But, eventually, it will. Nephew, they may have silenced La Manana, but they will never silence my pen.' He extended his outstretched hand to Neftali.

Neftali looked into his uncle's determined face.

He did not see a man defeated by exhaustion. He saw a man ready to fight another day.

He did not see a man covered head to toe in soot. He saw a man covered in righteousness.

He did not see a man's red and blurry eyes. He saw an intense resolve to speak for those who could not speak for themselves.

Neftali reached out and gripped his uncle's palm and held it tight. "Nor will they silence mine."

## **Activities/resources for teachers to use that could support processing for students:**

[An Election Processing Circle](#): This is an approach to support students in processing their own thoughts & emotions about the election and an opportunity for them to hear the thoughts & emotions of others. This process takes anywhere between 30-45 minutes, depending on the size of the group and the amount of time students have to process.

[Gratitude Journaling](#): This is a research-based approach to support students (and teachers) in considering what they are grateful for. This practice can be especially effective during a time when negativity and cynicism are creeping in.

A **processing activity** such as this can facilitate a conversation to process student feelings, foster hope and build community.

1. Have students journal their reactions to the following:
  - a. What are you thinking and feeling after the election?
  - b. What are your fears for the future? What are your hopes?
  - c. What do you need from your classmates right now? What can we do as a classroom, school and community to support one another?
2. Start by sharing in partners or small groups for 5 minutes, making sure everyone has a chance to share
3. Open it up to a whole group discussion for as long as you see fit and as long as students need it (~20-30 min)
4. As the teacher, take notes on the answers to question C and try to incorporate student actions and suggestions into your classroom in the coming days.

**Silent Conversation:** In the silent conversation students write their thoughts, feelings, and journal about their response to a prompt silently. Then, they pass it to another student. Students then read the last writer's thoughts and write back. Then, they pass the paper to a new writer who reads the responses of the previous writers and writes back yet again. You can continue to have students reflect and respond as many times as you want before passing the paper's back to the original writer who can then see the thoughts and feelings of other students. This can help validate and affirm students feelings and help them see how others feel while avoiding potentially breaches due to interruptions, body language, or hasty response of other students that can sometimes happen in whole group verbal processing.

**Go-arounds:** The tried-and-true community meeting circle is a simple way to give everyone the floor. Provide a neutral question, set and uphold the expectation that we are not commenting on or responding to what others say - we are valuing their opinions - and go around.

**Microlabs:** Small groups are a safer and more comfortable forum for many. Break into random groups of 3, explain the roles (1 person speaks for the allotted time, the others only listen, and then wait silently until time is up. Then the next person has their speaking time). Post one question at a time for the students to consider and then speak about in their microlabs. Debrief and invite whole-group shares after each round.

**Letter writing:** It's empowering to tell someone what you think! Students can write letters - to the president-elect, to their families, to teachers, to friends - to explain how they're feeling and what they want for our country.

**Feelings / Opinions Barometer:** Draw a number line from 0 to 5 or -5 to +5 and have students mark how they're feeling generally or how strongly they agree or disagree with a question you pose. It's a great starting point for discussions.

**Closing:** Make time for a closing at the end of the day. Give students a chance to express what they're thinking and to show support and kindness to one another.

## More In-Classroom Activities

Leverage this excerpt from [The Day After](#) blog post from Teaching Tolerance's Lauryn Mascareñaz (published November 2, 2016).

*What will you do in your classroom the day after the election? Here are some suggestions:*

- **Begin within.** [Prepare yourself first](#) to engage in difficult conversations surrounding the various topics—racism, civil rights, immigration and so forth—that the election has raised. Then develop a game plan to [do so with students](#). The distinct life experiences, cultures, languages and backgrounds represented in your classroom can lead to high-

stakes conversations that are uncomfortable at times. Work to draw a connection between the diversity of our country and the diversity in your classroom.

- **Get back to instruction.** This is not to imply that you have pushed instruction aside, but the election season has taken its toll on us all. So think of this as a time to press “reset.” Try new instructional [strategies](#). Talk to a fellow educator about a lesson that works well in their class. Use a new [read aloud](#) or app. Step outside of your box and go for that project or unit you always wanted to try. Focusing on delivering new, exciting instructional content to your kids is a way to reinvigorate the classroom and yourself.
- **Strengthen your classroom community.** Think about the go-to strategies for building a classroom community. Choose some activities in which students build relationships and understanding with each other. For example, play a [collaborative game](#) together or break out a [classic morning meeting book](#). These types of activities can help transcend politics and breathe life into a [divided classroom](#).
- **Create space for reflection.** As adults, we have our hopes for what this next presidency will accomplish. We have specific issues that are personal and close to us. The same is true for your students. Share with them your thoughts, and allow them to share theirs with you and their classmates. Students are often more apt to put these types of thoughts down on paper, so consider a related [journaling activity](#).
- **Discuss what respect means.** In a recent Teaching Tolerance survey, teachers mentioned over 500 times that respect is the [number one rule](#) in their classrooms. Think about spending some time breaking down the essence of respect with students. What is it? Who gets it and why give it? Find ways to encourage students to pay respect to the democratic process and the office of the presidency itself, regardless of who occupies the executive seat. Emphasize that using a critical lens and holding our elected officials accountable is not the same as being disrespectful or [uncivil](#).
- **Look—and plan—ahead.** New presidential administrations tout goals for their “first 100 days” in office. There is a great deal of strategic planning involved. How about the next 100 days in your classroom? What will you focus on? What standards will you cover? What accomplishments await your students at the end? Consider involving students in 100-day plans of their own (for example, class projects or individualized plans to reach a reading level or similar achievement).
- **Talk about losing with grace.** One candidate will lose this election, and countless people will have poured their time, energy and hopes into that person’s campaign. Take the opportunity to talk with your students about what happens when you try *really* hard for something—and you don’t get it. This could be in sports, academics, personal relationships or something else. Remind them that we all lose and confront failure, [but it’s how we recover that matters](#).

## 5 Ways to Empower your Students by Karla Cienfuegos, [Citizens of the World Silver Lake](#) in Los Angeles

### 1. Make students visible.

A lot of our students may have fear that something will happen to them or their loved ones. Using words like “I see you \_\_\_\_\_” can make such a difference in a kid’s life. For example, “I see you were quiet in our discussion today. Know you can come talk to me at recess if there’s something on your heart/mind.”

### 2. The conversation needs to keep going.

Lots of teachers made community circles this morning. Continue to do this. Processing and discussion doesn’t end in one day.

**3. Don't just focus on the outcome of the election.**

This is easy to assume because this is what's current news. Know that for many of your students of color, different religions, sexual orientations, immigrant statuses, and socio economic statuses, they will face situations outside of school where people will not have an open mind. Arm your students with tools to uplift them.

**4. Focus on growth mindset.**

Explain that people can have a paradigm shift. What does this mean? It means that a mindset is a set of assumptions held by one or more people that it creates a powerful incentive within these groups to continue to adopt or accept prior behaviors, choices, or tools. A growth mindset helps us believe that change is possible.

Your students need to know that change is possible. This way of feeling and thinking isn't going to last forever.

**5. Take care of yourself!**

Self-care as a teacher is key. You can't support your students if your tank is running on empty. Take this long weekend to do the things that make you happy.

**Listen to Trump's acceptance speech** with the following guiding questions: What gives you hope? What concerns remain? <http://www.cnn.com/2016/11/09/politics/donald-trump-victory-speech/index.html>

**Listen to Hillary Clinton's Full Concession speech:** "[Never stop believing that fighting for what's right is worth it](#)" with the following guiding questions: What gives you hope? What concerns remain?

**Movement Helps:** Having extra time to move one's body can be helpful in releasing emotions. Make sure you and your students get some healthy movement in today. In traumatic situations, what is amplified is the lack of control over a situation. How can you find what you have control over today? How can you help your students do the same? Offer options and breaks. Model that yourself. And don't forget to breathe.

**Meditate:** <http://centerhealthyminds.org/assets/files-resources/compassion.mp3>

From the UW-Madison Center for healthy minds. A Compassion Meditation Training (under the "tools for scientists" section of their main page. First pull up the mission statement of the U. five minute free-write in reaction to it. Then the meditation (~30 min). Then write a letter to the president elect.

[Mindfulness - 3 minute Guided Body Scan](#)

[Breathe in...breathe out visual](#)

[Listen to John Legend, The Roots "Wake Up Everybody"](#)

[Fostering Civil Discourse: A Guide for Classroom Conversations](#)

## Resources to support students in understanding the election:

### NYTimes information on the Electoral Process:

#### [Learn About the Electoral Process.](#)

What is a primary? What is a political party? What is the Electoral College? These are just some of the questions that come up naturally as students watch a presidential election unfold.

Students can think critically about our [primary and caucus](#) and [Electoral College](#) systems.

For more information about the electoral process, The Times maintains a [2016 primary calendar and results](#) page, along with a daily update of [what to know about the presidential race today](#). And [iCivics](#) offers a teacher's guide and related student activities.

### Resources from the Center for News Literacy on making sense of the campaign:

The Center for News Literacy offers a [series of lessons on "Making Sense of the Campaign"](#) on issues like bias in reporting, how polling works, and how to know if candidates are telling the truth.

### [PBS Election Central:](#)

*The following sections are particularly relevant:*

[Decode the Electoral College and Predict the Next President – Lesson Plan](#) (Grades 6-12). Let your students predict the next president with the Electoral Decoder, an interactive cartogram. Students will look at how the Electoral College has affected presidential elections throughout history by using the 'Electoral Decoder' from the PBS Election Central website. They will also make predictions as to how the electors will vote in the 2016 presidential election.

[Frontline: How Voting Laws Have Changed](#) (Grades 9-12). Examine data about the voting rights laws that most impact Americans' access to the ballot box and how they've changed across the country in recent years, in this interactive from FRONTLINE: Ballot Watch. Voting laws influence who can vote and when and how they cast their ballots. This interactive provides a state-by-state analysis of voting laws as they pertain to early voting, felons, absentee voting, and voter ID requirements. It compares the situation in 2010, when many states began introducing more restrictive voter bills, to that in 2014.

[Repairing the Fabric of Democracy – Lesson Plan](#) (Grades 9-12) Students read a short article, "Five Habits to Heal the Heart of Democracy," by Parker Palmer who presents qualities of citizenship that are essential for sustaining democracy in troubled times. Palmer suggests that we must value our differences, draw inspiration and greater

understanding from contradictions, and celebrate the power of community building to restore our democratic society.

In this lesson, students discuss the values and efforts that contribute to a healthy democracy. Reflective writing prompts are also included for students to demonstrate their understanding of the story.

[Letters to the Next President 2.0](#) (Grades 7-12) Letters to the Next President 2.0 engages and connects young people, aged 13-18, as they research, write, and make to voice their opinions on issues that matter to them in the coming election.