Project READY
Reflective Journal

REIMAGINING
Equity AND *Access*

FOR *Diverse* Youth

Project READY

Name _____

This journal is **your space** for processing, reflecting on, and synthesizing your experiences while working through the Project READY online curriculum. Feel free to respond to prompts in any format—narrative, poetry, drawing, etc. But don't skip prompts or simply think through them without writing anything down; taking the time to respond on paper to each prompt will encourage you to think through them thoroughly and will generate documentation of your changing understandings over the course of the curriculum.

We suggest that you **print this journal** and keep it close at hand while working through each Project READY module. If you need additional space for any of the prompts, check the back of the journal for blank pages.

Even if you are working through the Project READY curriculum in a group, we suggest that you **keep your journal private**. When learning about racial equity, it is critical to engage in dialogue with others, but it is equally critical to engage in individual reflection where raw emotions and unpolished language can be expressed without concern for how others will perceive you.

Agreements

Module 1, Prompt 1

We all have multiple identities that shape who we are and the ways we interact with the world. At various points during your Project READY work, we will ask you to reflect on how your personal racial identity informs your understanding of the world and how you move in it. To prepare for this work, it's important to name and explore the various identities that you claim, including your racial identity.

In your journal, reflect on the questions below, most of which come from a cultural autobiography assignment created by Kim Bettelyoun at Oglala Lakota College. You can write down your answers or simply spend some time thinking about them. Then, synthesize your thoughts in prose (for example, a narrative cultural autobiography); poetry (for example, an "I Am" poem), or a drawing.

Basic Questions: *What is your...*

- age?
- gender?
- race?
- religion?
- socioeconomic status?
- parental status?
- marriage status?
- sexual orientation?
- education level?
- disability status?

Experience and Environment Questions:

- Where did you grow up?
- Where did you go to school?
- Who was / is in your family?
- What are some of your favorite places?
- What do you like to do when you have free time?
- What was the happiest / saddest / most important moment of your life?
- How would you describe your culture?
- In what ways has your culture been taught to you?
- What objects or artifacts are important to you?
- What was your first job?
- How would you describe your style?
- What's your native language?
- When and how did you learn to read and write?
- What are your career goals?
- How would you define success?

Module 1, Prompt 2

Read over the agreements page (p.2) and add any commitments you would like to hold yourself and/or your group members to for the duration of your Project READY work. Spend some time thinking about which of these agreements might be most difficult for you to stick to, and why. What actions can you take now and in the future to hold yourself accountable for these?

Module 2, prompt 1

If you identify as Black, Native American, or a person of color: what comes up for you in terms of your own experiences with racism? Learning history at school? What are you curious about?

If you are a person who identifies as white: based upon your experiences related to race, racism, culture and history in the U.S., what have you been introduced to in this module that is new, surprising – maybe even upsetting or disorienting? What are you curious about?

Module 2, prompt 2

Part One: Race in the Colonies

What do you already know about race and race relations in the American colonies?

Module 2, prompt 3

Writing about early American settlers, sociologist Kai Erikson said: "One of the surest ways to confirm an identity, for communities as well as for individuals, is to find some way of measuring what one is not." In your journal, reflect on this quote as it relates to race in the colonies: in what ways did European colonists define themselves and others by "what one is not?" What were the short- and long-term consequences of this?

Module 2, prompt 4

Part Two: Expanding a New Nation

What do you already know about the period between the American Revolution and the beginning of the U.S. Civil War? Specifically, what do you know about the legal, economic, and social status of African and Native Americans during this time?

Module 2, prompt 5

In the documentary series *Race: The Power of an Illusion*, California Newsreel and PBS make the case that the United States has a "[long history of affirmative action – for Whites.](#)" At this point in the module, what thoughts and/or feelings arise for you in response to this idea?

Module 2, prompt 6

Part Three: Reconstruction

What do you already know about the Reconstruction period?

Module 2, prompt 7

Now that you have worked through the slideshow, return to what you wrote down as your prior knowledge about Reconstruction. How did the information presented here reinforce, complement, or challenge your previous understandings?

Module 2, prompt 8

Part Four: The Jim Crow Era

What do you already know about race and race relations in the Jim Crow era?

Module 2, prompt 9

At this point in our exploration of U.S. racial history, we have reached the point where you or some of your close relatives may have been alive. Think about the information presented in this section, and write about any personal or familial connections you may have to these topics.

Module 3

We have defined the term "racism" today in a way that is consistent with how scholars, activists, and others working toward racial equity across systems use this term. However, it's important to acknowledge that not everyone shares this definition of racism. Over the next week, note in your journal any time you hear or see the word "racism" used in conversation, on the news, in readings, etc. Are people using this term in a way that is consistent with our definition? If not, how are they using the term and what are the potential consequences of using the word in that way?

Module 4

Sixth-grade teacher and edublogger Bill Ferriter published a post on his blog *The Tempered Radical* in 2017 in which he confronts some uncomfortable truths about his own interactions with students of color. Read his post, titled *Second Guessing my Kids of Color?* Then respond to the questions below in your journal:

- Can you think of similar instances where you have formed snap judgments about a student or young library user based on race (or another characteristic)? What were the consequences of these judgments for the child or teen? For yourself?
- Make a plan for collecting some data about your interactions with children and teens and their families over the next several days (depending on your work situation, you may need to collect data for longer to get a complete picture of these interactions). You may try to look holistically at these interactions, or you might choose to focus only on one type of interaction - verbal communication or disciplinary actions, for example. Take notes about what you choose to observe. Do you notice any patterns? Did any of the data surprise you?

Module 5, Prompt 1

In your journal, make more connections among the six systems depicted. Can you think of at least one way that each listed system is connected to each other listed system? If you get stuck, you may find it helpful to search online.

HOUSING

HEALTHCARE

CRIMINAL JUSTICE

FINANCE

TRANSPORTATION

EDUCATION

When you have made all of the connections you can, think about this question and write down your thoughts in the journal: *What does the interconnectedness of systems of oppression mean for anti-racist work in the United States?*

Module 5, Prompt 2

How could multiple systems be affecting the youth you work with at your library? What can you do at an individual level, library level and systems level to change the way BIYOC and their families are impacted?

Module 6

Based on what you have learned in this module, record your answers to the following questions in your journal. In later modules, we will return to some of these questions as we explore ways to practice Culturally Sustaining Pedagogy with Native children and teens.

- What are some of the lasting impacts of colonialism on Native People?
- What are some issues related to Native identity that affect children and youth today?
- What do Native Americans today want you and your students to know about them?

Module 7, Prompt 1

Think about your own culture. What is most important to how you think about yourself? At which level of culture do those aspects of your culture operate?

Now think about your library culture. Generate a list of how the dimensions of culture manifests in your library.

Now sort these dimensions of culture according to whether they are symbolic, behavioral, or concrete. Is one level represented more than the others?

Module 7, Prompt 2

Libraries, like households, have culture – unspoken "rules" and norms that determine how people act and relate to one another. In many organizations in the United States, including libraries, workplace and organizational cultures reflect whiteness in ways that can be harmful for BIPOC and BIYOC. Kenneth Jones and Tema Okun call this "white supremacy culture." Examples include individualism, objectivity, either/or thinking, and an emphasis on quantity over quality. Read the full article for additional indicators of white surpremacy culture along with examples and antidotes.

After reading the article, reflect on the following questions in your journal:
- Which of these characteristics are evident in your library?
- How do they negatively impact BIYOC?
- What can you and your colleagues do to shift the belief(s) and behavior(s) to ones that support racial justice?

Module 7, Prompt 3

Now that you have explored alternatives to white supremacy culture, think about:

- What existing examples of alternatives cultures are evident in your library?

- How might you change current practices to challenge and disrupt white supremacy culture in your library?

Module 8, Prompt 1

Review these definitions of Cultural Competency. In your journal, make a list of the key ideas that stand out for you in these definitions. Use those ideas to develop your own definition of cultural competence.

- "the ability to interact effectively with people of different cultures" (SAMHSA, 2016)
- "a congruent set of behaviors, attitudes, and policies that enable a person or group to work effectively in cross-cultural situations; the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each" (National Association of Social Workers, 2001).
- "the ability to recognize the significance of culture in one's own life and in the lives of others; and to come to know and respect diverse cultural backgrounds and characteristics through interactions with individuals from diverse linguistic, cultural, and socioeconomic groups; and to fully integrate the culture of diverse groups into services, work, and institutions in order to enhance the lives of both those being served by the library profession and those engaged in service" (Overall, 2009, 189-190).
- "the ability to successfully teach students who come from cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, developing certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching" (Diller & Moule, 2005).

Module 8, Prompt 2

In your response journal, reflect on what you learned about culture in Module 4 and what you've learned about cultural competency and cultural humility in this module. Then answer this question: Why should library staff and educators care about cultural competency and cultural humility?

Module 9, Prompt 1

In your journal, write a short autobiography exploring your own racial and ethnic identity (this should extend the work you began in Module 1, Prompt 1). Consider these questions:

- When and how did you become aware of your racial and ethnic identity?
- Describe a moment when your racial and ethnic identity was important to, or took on particular meaning for, you.
- Describe a moment when your racial and ethnic identity was important to, or took on particular meaning for, others.
- How do you benefit from your racial and ethnic identity?
- How do you suffer or "miss out" because of your racial and ethnic identity?
- How did your racial and ethnic identity impact your experiences at school? In the library?
- How does your racial and ethnic identity continue to impact your life today?

Module 9, Prompt 2

In your journal, reflect on these questions:

- Are you providing resources and programs that support positive racial identity development in youth of color and indigenous youth? Are you including stories of resistance, not just stories of victimization?
- Are the positive contributions of communities of color and Native people included in the curriculum in meaningful ways that promote positive racial and ethnic identity and counter stereotypes?
- Are youth of color in your school or library learning about the intellectual and activist heritage of communities of color and Native people?
- Are classroom norms set that are representative of racial and ethnic identity development?
- Are images of people of color prevalent in the library, the school, and the community?

Module 10, Prompt 1

Watch Dr. DiAngelo's talk, [Deconstructing White Privilege](). As you watch the video, record examples of each dimension in your journal. Reflect on how each of these dimensions impacts your life, the lives of BIPOC, and institutions like libraries and schools.

Module 10, Prompt 2

If you identify as white, reflect on how white privilege operates in your own personal life. What advantages do you experience because of your whiteness? How do those privileges contribute to your opinions and actions? Now think about your other identities – your gender identity, sexual orientation, disability status, religion, SES, etc. How have those identities either privileged or disadvantaged you? How has your whiteness worked alongside those other identities?

If you identify as BIPOC, reflect on how you've seen whiteness advantage whites. How did the advantages whites receive impact your life? Now think about your other identities – your gender identity, sexual orientation, disability status, religion, SES, etc. How have those identities either privileged or disadvantaged you? How has your racial identity worked alongside those other identities?

Module 10, Prompt 3

Spend time exploring the comic "Race Matters: A Story About White Privilege" created by Sachi Feris and Kayan Cheung-Miaw to illustrate how white privilege systematically advantages whites, while marginalizing BIPOC. As you interact with the cartoon, record the answers to the following questions in your journal:

1. What other examples of how white privilege marginalizes BIPOC have you observed?
2. If you are white, how do the advantages you receive merely because you are white make it difficult for you to understand the struggles of BIPOC?
3. How might you use this comic to start conversations with your family, friends, or colleagues at work?

Module 10, Prompt 4

At the beginning of this module we indicated that it may elicit strong emotions. Now that you've completed it spend some time reflecting on how you feel.

If you identify as BIPOC, what has come up for you? What would justice look like for you? What do you want to learn more about?

If you identify as white, what were you introduced to in this module that was new, surprising- maybe even upsetting or disorienting? What do you want to learn more about?

Module 11, Prompt 1

Think about your personal history with the concept of color-blindness. At what age do you remember being introduced to this concept? How was it presented to you and by whom? How has your understanding of this concept changed over time?

Module 11, Prompt 2

In your journal, respond to the following prompt: In the article "Shifting out of Neutral," history teacher Jonathan Gold poses the question *"What's worse for students: the acknowledgment of subjectivity or the pretense of objectivity?"* Reflect on this quote in relation to your own work with children and/or teens.

Module 12

In the library world, we often assume that our services are equitable because "everyone has access" to them. But even if that were true, does universal access necessarily lead to equitable outcomes? Read the two blog posts linked in this module, which distinguish between access and equity.

Reflect on these blog posts in your journal. To what extent does your conception of equity in libraries boil down to providing access to library resources and services, and in what ways might that reinforce existing racial power structures? What might equity in library services look like beyond access?

Module 13, Prompt 1

Racial justice activist and organizer Kayla Reed summarized her understanding of the term "Ally" in a 2016 tweet:

Kayla Reed
@iKaylaReed

Follow

A- always center the impacted
L- listen & learn from those who live in the oppression
L- leverage your privilege
Y-yield the floor

11:32 PM - 12 Jun 2016

After reading the articles linked above and reflecting on Kayla Reed's tweet, come up with your own short list of key characteristics or behaviors for allies. Share your list on Twitter and see what others have come up with using the hashtag #ProjectREADYAllies.

Module 13, Prompt 2

Based in part on Marlon James's video, racial equity trainer Rina Campbell created the underline diagram below, which shows how various forms of non-racism, from the individual to the systemic level, can be transformed into anti-racism:

Spectrum: From Non-Racist to Anti-Racist Advocate
(Examples adapted from Marlon James video & Dr. Gordon Hodson's article "Being Anti-Racist, Not Non-Racist" *Psychology Today*, 1/20/16)

Passive Non- Racist is:	Active Non-Racist is:	Ally behavior/action is:	Anti-Racist Advocacy is:
Individual: Being friendly & courteous to people of different backgrounds	Not participating in racist or derogatory remarks/humor in person or online	Expressing your surprise or disagreement; asking speaker for clarification; listening without interrupting when someone says to you "That's racist" or "white people…"	Participating in talks/ rallies/ protests against injustice & state-sponsored police brutality
Communal: Valuing diversity in your community	Extending your home to people of different backgrounds	Living in a neighborhood with people who look different from you; being aware of the imbalance of power and pointing out racism & injustice;	Working to secure equity in your spheres of influence (home, workplace, schools, place of worship, city, etc.); Advocating for equitable distribution of power, resources & opportunities
Educational: Building awareness by educating self: reading & learning about racism, white privilege & power	Observing how privilege & racism are in action in your own life and community; talking to family about respecting differences	Evaluating how you contribute to systems of oppression and working to change that in your circles: where do you get your news? How do you include people who don't look like you in your decision-making? Starting early in education by providing books on diversity to schools and supporting teachers who have culturally - responsive classrooms	Giving public attention to issues of inequity & injustice; advocating that kids in schools/activities are treated justly & have equitable opportunities for success; attending school board meetings & serving on community advisory boards
Systemic: Knowing who in power works toward racial justice	Signing online petitions or sharing with others information on Equity track record of companies, candidates & representatives	Building trust & relationships with others who can affect change on larger scale; challenging systemic racism when you experience unearned privileges	Campaigning for candidates who work for racial justice; using your spheres of influence to connect with larger groups & institutions to dismantle racism

CAMPBELL CONSULTING©   **FACILITATING • PRESENTING • TRAINING**   Rina@Rinacampbell.com

In your journal, identify two non-racist beliefs or behaviors that you currently hold or practice. Following Campbell's example, how might you transform those non-racist beliefs / behaviors into anti-racist behaviors, action, and advocacy?

Module 14, Prompt 1

The data used in the quiz above comes primarily from two sources, each of which summarizes data collected by the U.S. Department of Education's Office for Civil Rights. Read each of the research briefs below to explore more of the numbers related to U.S. discipline disparities. As you read, ask yourself:
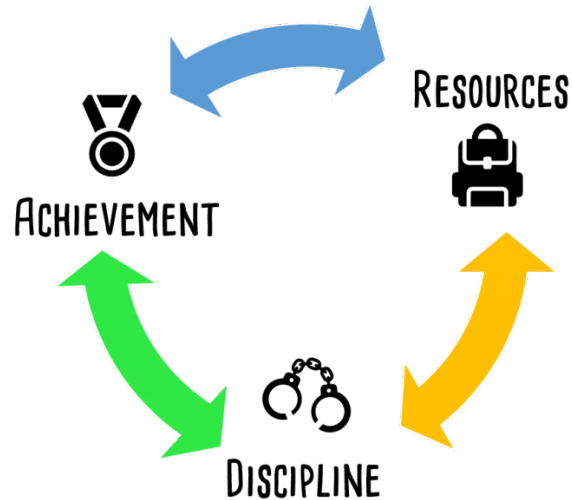
- Which groups of students are most impacted by discipline disparities?
- Why might this be the case? Try to connect your thinking here to our explorations of systemic and historical inequities from Modules 2 and 5, and our discussion of implicit bias in Module 4.

Discipline Disparities: A Research-to-Practice Collaborative by Daniel Losen, Damon Hewitt, and Ivory Toldson

2015-2016 School Climate and Safety Report from the U.S. Department of Education's Office for Civil Rights

Module 14, Prompt 2

None of the race-based gaps / debts we've discussed in this module can be understood or explained in isolation. In your journal, reflect on how these three forms of educational inequity - the resource debt, the discipline debt, and the achievement debt - work together and shape one another.

Module 16a, Prompt 1

Before you get started, reflect on your K-12 educational experience. Which teachers do you remember fondly? What did those teachers have in common?

Module 16a, Prompt 2

Does your school or library prioritize forming positive relationships with youth? Does your school or library explicitly build time into the schedule to get to know youth? Has your school or library ever provided professional development focused on building relationships with youth?

Module 16a, Prompt 3

For one week, be an observer in your school or library. Notice how and when teachers, library staff, and other adults interact with youth of color. What is the context of these interactions? What is the tone of the interactions? What kind of information is communicated (academic, personal, etc.)? Once you have a list of these interactions, put a plus by the ones that are positive and a minus by the ones that are negative. Reflect on this experience in light of the previous two modules. Take notes about your experience in your journal.

Module 16a, Prompt 3 Cont'd

As an extension to this activity, spend another week observing interactions between BIYOC and white students. As you did above, categorize and reflect on these observations at the end of the week.

Module 16b

In your journal, write down everything you already know about the community your library/school serves. Don't do any research or talk to anyone; just draw on your current knowledge of the community. Examine your list. What gaps in your knowledge exist? Make note of which aspects you've identified that are asset- or deficit-based.

Module 17

In your journal, respond to these questions:

- What messages did you receive from school about your own heritage and community cultural practices?
- How do you view your students' heritage and community cultural practices? How does that impact your instruction?

Module 18

For School Librarians and Classroom Teachers: In your journal, brainstorm how you would transform the lesson described below at each level of the Banks framework: contributions, additive, transformation, and social action.

Content area standard: CCSS.ELA-LITERACY.RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Topic: Recent hurricanes (Harvey, Irma, & Maria)

Current Lesson (Level 0): Students read and compare two different news stories about the hurricanes from major news outlets.

For Public Librarians: In your journal, brainstorm how you might transform the library program described below at each level of the Banks framework: contributions, additive, transformation, and social action.

Program Theme: Poetry

Current Program (Level 0): Participants read and discuss a famous poem and then write their own poem in the style of the model poem.

Module 19

Reflect on what you've learned so far in this module about youth voice and agency. Revisit the list of issues that you think youth in your school, library or community care about. Now brainstorm a list of ways that library staff can work with youth to cultivate their voices and express their agency. Try to think creatively and boldly.

Module 20, Prompt 1

Think about your earliest race-related memory. How old were you? What emotions are attached to the memory? Did you talk to anyone about what happened? Did you tell anyone how you felt? Why or Why not? Free write on these questions in your journal.

Module 20, Prompt 2

For one week, be an observer in your school. Notice how and when students, teachers, and other adults in the school talk about race. What is the context for those discussions? Who is present? Who is missing? What messages are communicated? What opportunities are missed? Take notes about your experience in your journal.

Module 21

As you work through the *Effective Library Services* slides, respond to the following prompts:

Effective Library Spaces: Brainstorm in your journal: What would these library spaces (physical and/or digital) look like?

Effective Library Policies: Brainstorm in your journal: What would these library policies look like?

Effective Library Staff: Brainstorm in your journal: What would these library staff look like?

Module 21, Cont'd.

Effective Library Collections: Brainstorm in your journal: What would these library collections look like?

Effective Library Instruction: Brainstorm in your journal: What would this library instruction look like?

Module 22

In your response journal, reflect on each of the nine features of effective library instruction. For each characteristic, come up with 3-5 specific ways that a library might embody that feature: What would _____ library instruction look like? Try to think creatively and expand your brainstorming ideas from the previous module. Your examples might come from your own instruction or instruction you've seen delivered by colleagues, but you can also think outside the box to explore new ways that library instruction might meet these benchmarks.

Module 23

In your response journal, reflect on each of the six features of effective library spaces. For each characteristic, come up with 3-5 specific ways that a library might embody that feature: What would a _____ library space look like? Try to think creatively and go beyond your brainstorming ideas from Module 21. Your examples might come from your own library or libraries you've visited before, but you can also think outside the box to explore new ways that library spaces might meet these benchmarks. Be sure to consider not only physical space, but also the library's digital space / website.

Module 24a, Prompt 1

Think of one specific BIPOC child or teen you have worked with. How do you think this person would react to seeing their life experiences authentically represented in the resources in the library? In the texts and other resources used in the classroom curriculum? In what ways would it be sustaining for them?

Module 24a, Prompt 2

Watch this video of award-winning author Sharon G. Flake's poem "You Don't Even Know Me", performed by Black male students from Roseville High School in Minnesota. In what ways would using this poem with students benefit youth of color in your school? White youth in your school?

Module 24a, Prompt 3

In your response journal, reflect on each of the six features of effective library collections. For each characteristic, come up with 3-5 specific ways that a library might embody that feature: What would a _____ library collection look like? Try to think creatively and go beyond the brainstorming ideas you came up with in Module 21. Your examples might come from your own library or libraries you've visited before, but you can also think outside the box to explore new ways that collections might meet these benchmarks. Be sure to consider not only the physical collection, but also the library's digital collection.

Module 24a, Prompt 4

Fifth-grade teacher and edublogger Jessica (@Jess5th) Lifshitz published a post on her blog Crawling Out of the Classroom in which she describes how she empowers her fifth grade students to analyze their classroom library for its culturally responsiveness and relevancy. Read her post, titled "Having Students Analyze Our Classroom Library To See How Diverse It Is." As you read the post, respond to the questions below in your journal:

- What skills and dispositions are the children developing?
- What larger systems are the children learning to question and examine?
- If you work in a school library, how might you work with the teachers in your building to engage their students in analyzing their classroom collections?
- How might you adapt the process Jess used to involve youth in analyzing your library collection?

Module 25

Browse the module titles you've completed so far in this curriculum as you reflect on what you've learned here. In your journal, respond to the following questions:

1. What Project READY content did you find most challenging or surprising? Now that you've had a chance to put that content in the greater context of the entire curriculum, how are you feeling about it?
2. What content did you find most inspiring or motivating, and what do you plan to do with that new knowledge?
3. What areas do you want more information about? What do you feel you still need to learn related to racial equity and/or its implications for library work?

Module 27

Since the what, when, and how of professional learning in digital learning environments is self-directed, it is important to set your own learning goals. Having one or more goals in mind will help you make the most of the time you spend engaged in these environments, for example by aligning your Twitter follow list with your learning goal. In your journal, complete this sentence for yourself: As a result of the time I spend engaged in digital learning environments, I will be able to...