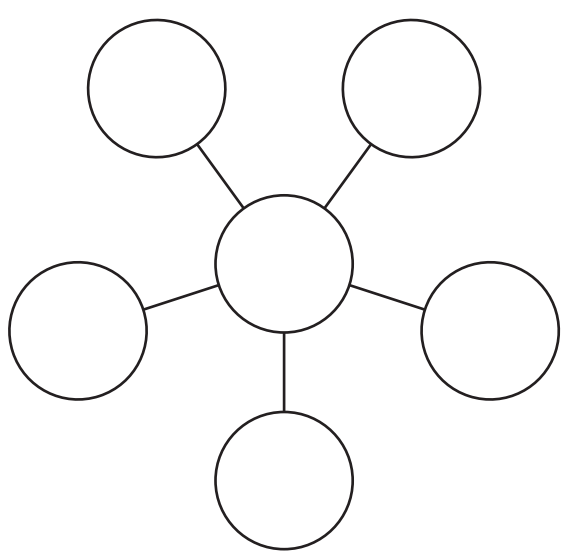


REVEAL + PRACTICE
Authentic Self



ACKNOWLEDGE
Your identity, values, emotions + biases

NOTICE

What might a solution be?

How are you having difficulty connecting?

Who is this person and their relationship to you?

Reflect on the improvement work you are engaged in and identify one person you might be having difficulty connecting with.

Empathy Pause:

Equity Pause:

How might this person describe you and their relationship with you? (Look for power dynamics or relationship power)

Why do you think you might be having difficulty connecting? (Reflect on your identity, values, blindspots/biases from the Paseo)

What might you prototype when you see this person again? (Which empathy actions might you try: observe, engage, immerse? And which blindspots/biases might you challenge?)

Empathy Techniques for Pursuing Educational Equity

Kenneth Fernandez, Carnegie Foundation
Susie Wise, K12 Lab Network, Stanford d.school
David Clifford, K12 Lab Network, Stanford d.school

We notice inequity all of the time. We don't always know what to do or say when we have thoughts or feelings about inequity, oppression, or our own biases.

The PURPOSE of this journal is to practice noticing bias, both internally and systemically, notice where/when it happens, how it makes you feel and how you may or may not have responded.

We hope that through this week-long practice of paying attention to bias, it will become easier to notice the beautiful diversity of identities and stories around us, and the negative effects of systemic and internalized bias in oppression hearts, minds and communities.

Journal for Noticing Inequity

Backstory

Forged in the practice of deep equity consciousness and design thinking, Design School X (DSX) is a new high school model designed for belonging and becoming for all students, not simply the privileged few with easy access to innovation. Imagined by maker, teacher and social justice advocate David Clifford, DSX was developed and prototyped during David's fellowship year at the d.school's K12 Lab ReImagine High School initiative.

Toward Systemic Equity at DSX: Developing an equitable and pluralistic learning stance, we build from the identities and capacities of our students, their families and our staff, toward a more just and healthy community by addressing power and privilege created by systems like patriarchy, white supremacy, and capitalism.
 (Jason Baeten + Dana Rosenberg + David Clifford @ebsfb)

This booklet is a tool in a series that helps our community notice our behaviors, the behaviors of others and outcomes of systemic oppression. From here, we then reflect on and locate opportunities to design for equity and DO IT.

Instructions

- Part 1: Choose which identifier to focus on for the week (race, gender, ability, religion, language, age, class, etc).
- Part 2: Using the chart in this journal, please write when you noticed a thought or an act against that identifier in one column and what feeling(s) you have in the other column. You will do this daily and as you make observations. If you are observing that you are not noticing that identifier, reflect on why that might be.
- Part 3: Please check off the number of times you thought about or noticed that identifier or a bias you had (against or in favor).
- Part 4: Please make and take time to review + reflect on what you noticed: thoughts, emotions, behaviors + habits.

Now go back, reflect upon and share your observations with a partner or your team (only after trust has been established). What did you notice? Where were you when you made your observations and responses? What surprised you about your feelings, behavior or contexts? How do you plan to move forward knowing what you know now?

Equity Pause:

Simply tally the frequency of thoughts or observations on the identifier you chose to observe.	Simply tally the frequency of thoughts or observations on the identifier you chose to observe.
Fact/Observation/Event Feelings/Response to observation	Fact/Observation/Event Feelings/Response to observation
Noticing _____ Day _____	Noticing _____ Day _____

Fact/Observation/Event	Feelings/Response to observation	Fact/Observation/Event	Feelings/Response to observation
Simply tally the frequency of thoughts or observations on the identifier you chose to observe.	Simply tally the frequency of thoughts or observations on the identifier you chose to observe.	Simply tally the frequency of thoughts or observations on the identifier you chose to observe.	Simply tally the frequency of thoughts or observations on the identifier you chose to observe.
Noticing _____ Day _____	Noticing _____ Day _____	Noticing _____ Day _____	Noticing _____ Day _____

Fact/Observation/Event	Feelings/Response to observation	Fact/Observation/Event	Feelings/Response to observation
Simply tally the frequency of thoughts or observations on the identifier you chose to observe.	Simply tally the frequency of thoughts or observations on the identifier you chose to observe.	Simply tally the frequency of thoughts or observations on the identifier you chose to observe.	Simply tally the frequency of thoughts or observations on the identifier you chose to observe.
Noticing _____ Day _____	Noticing _____ Day _____	Noticing _____ Day _____	Noticing _____ Day _____