

Resource Guide for Educators

**Global Classroom  
Book Club Winter  
2021**

Wednesday | January 13th, 2021  
4:00 - 6:00PM PST

# Beyond Guilt Trips

Mindful Travel in an  
Unequal World

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**Anu Taranath**

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## Using This Resource Guide

NOTE: Many of these descriptions were excerpted directly from the source website

Recommended Resource



Visual Media



Lesson Plan



Audio



English/Language Arts



Charts and Graphs



**Find this packet and more at  
[world-affairs.org/program/global-classroom](http://world-affairs.org/program/global-classroom)**

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## A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career, & Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled *Educating for Global Competence: Preparing Our Youth to Engage the World* (2011).

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.



## WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics, economics, geography, and history, and a fifth for social studies skills.

### (1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

### (2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

### (3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

### (4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

### (5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

## COLLEGE, CAREER, & CIVIC LIFE C<sub>3</sub> FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C<sub>3</sub> Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

- (1) Developing questions and planning inquiries;
- (2) Applying disciplinary concepts and tools;
- (3) Evaluating sources and using evidence;
- (4) Communicating conclusions and taking informed action

### C<sub>3</sub> Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING ACTION
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> <li>• Civics</li> <li>• Economics</li> <li>• Geography</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering and Evaluating Sources</li> <li>• Developing Claims and Using Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating and Critiquing Conclusions</li> <li>• Taking Informed Action</li> </ul>

Dimension 2 has four disciplinary subsections: (1) **Civics**; (2) **Economics**; (3) **Geography**; (4) **History**. Each disciplinary subsection has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

### Four Categories within Dimension 2

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

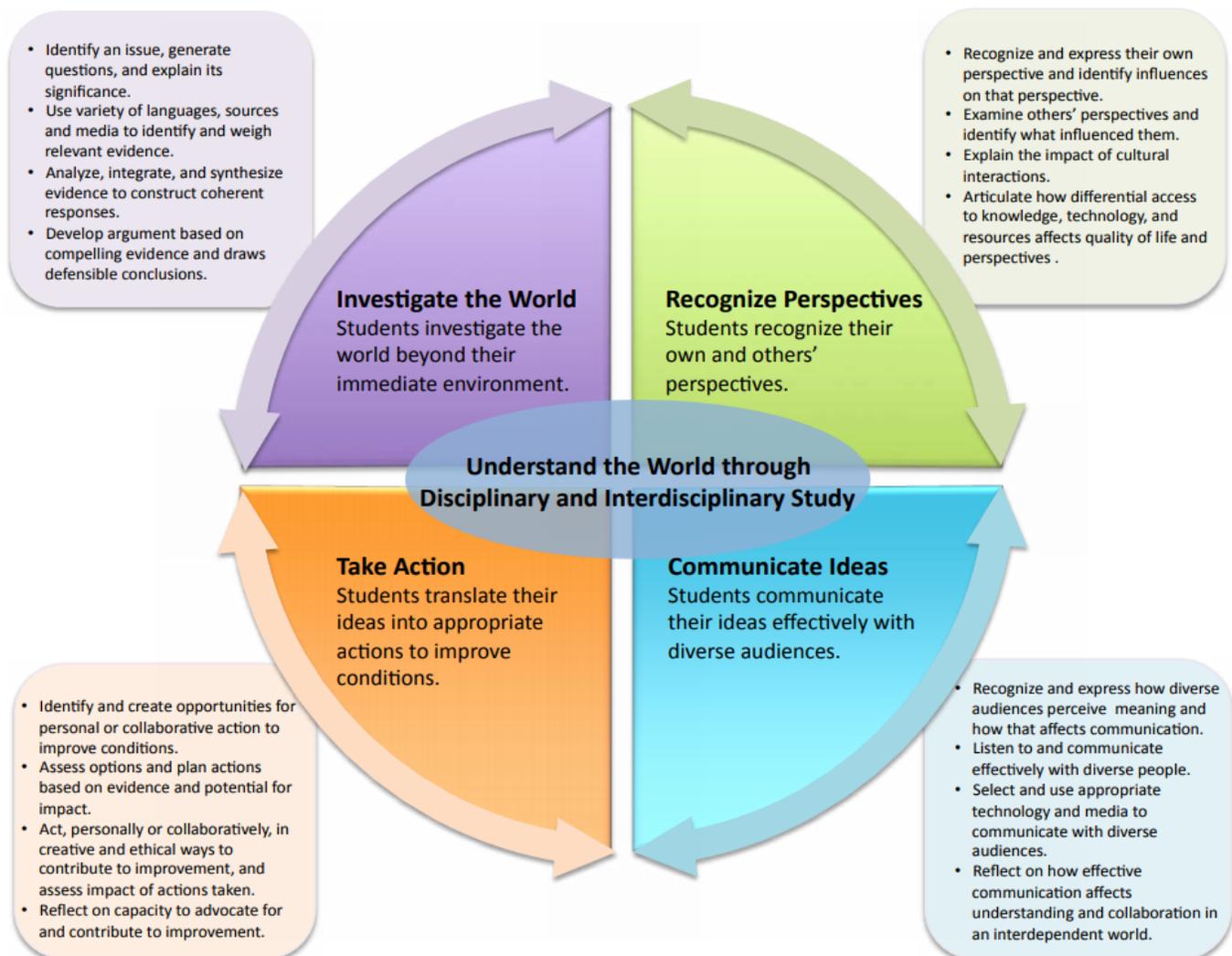
## EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

**“Global competence is the capacity and disposition to understand and act on issues of global significance”** (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.



## Compelling Questions

- Have you wondered how to engage in mindful travel both locally and globally? Why?
- How might we travel across differences in race, culture, wealth, and access with more grace, reflection, and accountability?
- As teachers, what are ways to inspire our students to actively participate in thoughtful travel as local and global citizens?
- How are themes such as identity, race, power, hierarchy, social justice, wealth, and culture discussed in the book?
- How can we rethink travel in an unequal world and what tools can we utilize to engage locally and globally with more humility and awareness?
- As we engage with others (at home or abroad), how can we navigate differences and discomfort with accountability and connection?



<https://www.psychologytoday.com/us/blog/how-do-life/201904/10-useful-questions->

## About the Speaker



Dr. Anu Taranath is a faculty member in the University of Washington's English and Comparative History of Ideas departments. A professor at the University of Washington, she teaches about global literatures, race, gender, identity, and equity and center around issues of identity, migration, race, sexuality, colonialism, feminism, ethical travel and inclusive pedagogy. Her new book speaks to the discomforts of travel. She says that before we go overseas, there's work to be done on how we understand ourselves while moving through the world. A four-time member of Humanities Washington Speakers Bureau, Dr. Anu has also received the Seattle Weekly's "Best of Seattle" recognition, the UW's Distinguished Teaching Award, and multiple US Fulbright Fellowships to work abroad.

Taranath has led student trips specializing in human rights themes to India, Mexico and other locations, and has her own consulting company on racial equity. As a racial equity consultant and facilitator, Dr. Anu engages colleges, community organizations, businesses and government agencies to deepen people's comfort with uncomfortable topics & work toward equity and social justice.

### **Dr. Anu Taranath's Website**

<https://www.anutaranath.com/>

Taranath's personal website detailing her work as an author, researcher, and facilitating dialogues for justice. As founder and director of Dr. Anu Consulting, she facilitates training workshops and consultations highly tailored to her clients. A list of awards and press associations for Dr. Anu is included on her website.

# Speaker's Works & Interviews



**Beyond Guilt Trips: Mindful Travel in an Unequal World. Between the Lines, 2019.**

[https://books.google.com/books/about/Beyond\\_Guilt\\_Trips.html?id=u8qgvQEACAAJ&source=kp\\_book\\_description](https://books.google.com/books/about/Beyond_Guilt_Trips.html?id=u8qgvQEACAAJ&source=kp_book_description)

The book is informed by Taranath's many travels with UW students and the ways she has seen them wrestle with ideas like: What does it actually mean to be global citizens, to be mindful of these inequalities and to act accordingly? Through engaging personal travel stories and thought-provoking questions about the ethics and politics of our travel, *Beyond Guilt Trips* shows readers ways to grapple with their discomfort and navigate differences through accountability and connection.



**Going Beyond Guilt Trips, June 5, 2019.**

<https://www.kuow.org/stories/going-beyond-guilt-trips>

In this interview with NPR, Taranath's book is discussed. She discusses the tools to better understand the uncomfortable feelings about who we are, where we come from, and how much we have.



**UW Books in Brief: Mindful Travel in an Unequal World, Day Laborers in Brooklyn, Activist Educators, May 24, 2019.**

<https://www.washington.edu/news/2019/05/24/uw-books-in-brief-mindful-travel-in-an-unequal-world-day-laborers-in-brooklyn-activist-educators/>

An overview of Taranath and her latest book by UW News. Dr. Anu said the book is informed by her many travels with UW students and the ways she sees them wrestle with ideas like: What does it actually mean to be global citizens, to be mindful of these inequalities, and to act accordingly?



**Beyond Guilt Trips: Mindful Travel in an Unequal World, October 24, 2019.**

<https://www.youtube.com/watch?v=gLkKatjgF4I>

A launch reading for *Beyond Guilt Trips* with Anu Taranath and her co-panelists was recorded and posted on YouTube last year.



# Speaker's Works & Interviews



## **TIPS To Study Abroad: Simple Letters for Complex Engagement, 2014.**

[https://books.google.com/books/about/TIPS\\_to\\_Study\\_Abroad.html?id=PJ7FoAEACAAJ](https://books.google.com/books/about/TIPS_to_Study_Abroad.html?id=PJ7FoAEACAAJ)

A simple method to help travelers - students and tourists alike - reflect on how moving from one culture to another sparks questions about identity, society, and the meaning of travel itself. It serves as an invaluable tool for study abroad and international education programs, and contributes to the broader conversation on social justice and reflective global travel. It also deepens travelers' engagement with who we are - and can be - in our wide world. TIPS to Study Abroad provides practical exercises and encourages critical thinking for students to travel across difference in thoughtful way.



## **Traveling Abroad Without Falling Into Guilt Trips, May 25, 2019.**

<https://www.ttbook.org/interview/traveling-abroad-without-falling-guilt-trips>

Anu Taranath weighs in on the ethical dilemmas faced by travelers in an in-depth interview conducted by AFAR magazine. She talks about an experience in Morocco a few years after 9/11 whereby carpet sellers approached people on the trip with a reaction from her compatriots yelling, "Leave me alone!"



## **Humanities Washington Featuring Anu Taranath.**

<https://www.humanities.org/speaker/anu-taranath-2/>

Humanities Washington features Anu Taranath and other professionals who are devoted to promoting understanding of others, themselves, and the human experience. This space provides opportunities for community members to explore different perspectives and promote the common good.



## **Beyond Guilt Trips: Mindful Travel in an Unequal World, June 7, 2019**

<https://www.goodreads.com/en/book/show/42686058-beyond-guilt-trips>

The book can be accessed online and through the public library system here.



# Mindful Travel

## Mindful Travel

According to Taranath, “mindful travel in an unequal world isn’t about getting on a plane to go somewhere — it’s about paying attention, and noticing positionality in relation to each other. It’s about understanding that we are all living in a much longer history that has put us in different positions of advantage and disadvantage, and equipped us with very few tools to talk about it.” These lessons- about having or not having, or enjoying opportunity or not- are not only for travel. The decolonization of travel is an important topic and one that most people don’t understand the nuances of. *Beyond Guilt Trips* seeks to educate people—from families planning a summer service trip to college kids studying abroad—on how to travel responsibly and how “doing good” might have unintended negative consequences.

### **How To Be a Mindful Traveler, November 22, 2017.**

<https://www.mindful.org/how-to-be-a-mindful-traveler/>

A detailed overview of mindful travel and how to successfully do it. According to the article, one of the most powerful things one can do when traveling is to let go and passionately wander.

### **Are We Doing Vacations Wrong? May 20, 2019.**

<https://www.yesmagazine.org/issue/travel/2019/05/20/vacation-decolonize-radical-travel-better-guest/>

A general overview of mindful travel, including books, to become more informed and aid in having meaningful vacations. Tourism is about consumption for profit. Being more mindful and conscientious of the place you’re visiting, while being in someone else’s home, is essential to traveling in a more meaningful way.

### **Is Mindful Travel the Next Big Thing? January 22, 2020.**

<https://suitcasemag.com/articles/mindful-travel-next-big-thing>

An examination of the trend for conscious travel and five simple steps for incorporating mindfulness into your next trip.

### **The Art of Stillness: 8 Secrets to Mindful Travel, April 21, 2016.**

<https://upliftconnect.com/8-secrets-mindful-travel/>

Having a few simple practices, rituals, and routines while traveling can make all the difference when trying to navigate the inevitable surprises and mysteries that travel puts in front of us. Things to keep in mind/do while traveling include intentionality, meditating, people watching, offerings, gratitude, unplugging, and slowing down.

“Rethinking travel in an unequal world gives us the tools to approach these big discussions with more humility and awareness. In the process, we strive to develop a more ethical and accountable backbone from which to act, both at home and abroad” - Dr. Anu Taranath, *Beyond Guilt Trips*, p. 30



# Practices for Mindful Traveling



## 1. Take Your Time

Rush, rush, rush...if you find that habit spilling over into your travel, *s l o w i t d o w n*. Take three conscious breaths and stop dead in your tracks long enough to notice where you actually are.

## 2. Feel Each Step

Your body always exists in the present, whereas your brain can travel far from where you are. If you're walking, notice each foot as it touches the ground, lifts, and swings. Notice the feel of air on your skin. No need to make a big deal of it. Just enjoy the sensuality of being in a body.



## 3. Savor the Moment

If you're eating food, really taste it. If you're listening to someone, give them your full attention. If you're looking at a sunrise, don't think of it only as something on Instagram. Touch the magic of nowness.

## 4. Relax and Rest

Put away those devices for awhile and have some time that is not governed by schedules, deadlines, and the latest news and information. Drink in something that is timeless and simply cannot be captured on a screen.



## 5. Bounce Back

Oops...you completely lost it. Things started to get out of whack. You got in a disagreement. You fell into a crappy mood. The rain just wouldn't stop. No biggie. Take a few minutes to sit quietly and notice your body and breath. Hit the reset button. And go...aimlessly



<https://www.mindful.org/how-to-be-a-mindful-traveler/>

# Mindful Travel



**Can a Travel App Make You Mindful and Relaxed?, July 17, 2016.**

<https://www.cnn.com/travel/article/travel-mindfulness-apps/index.html>

Apps have been developed to make traveling less stressful and more mindful-oriented. The Buddhify app creator Rohan Gunatillake explains that practicing mindfulness while traveling is key because "few of us have the luxury of lots of quiet and calm time for formal sitting meditation but since many of us spend so much time traveling [...] a few minutes meditating while traveling can be just as valuable as the same amount of time in more traditional meditation."



**Finding Perspective Through Responsible Travel, December, 10, 2018.**

<https://www.trafalgartour.com/real-word/finding-perspective-through-responsible-travel/>

The concept of mindful travel has become synonymous with sustainability in recent years. With the growing awareness and demand for sustainable travel operators, research is everything when it comes to choosing a company to book with. With the rise of 'eco-hotels' or 'eco-tours', it is becoming more important that consumers are well-informed about what those companies are actively doing in the area of sustainability. Starting a conversation can really help to spread awareness. Most of the time, people are not even aware that their actions are not contributing to a greater good.



# Global Citizenship



## What is Global Citizenship?

<http://www.ideas-forum.org.uk/about-us/global-citizenship>

Global Citizenship is a way of living that recognizes our world is an increasingly complex web of connections and interdependencies. How do our choices and actions have repercussions for people and communities locally, nationally or internationally? This resource explores why global citizenship education is needed and what it would look like in the classroom.



## Global Citizenship-What Are We Talking About and Why Does It Matter? March 11, 2012.

<https://www.insidehighered.com/blogs/globalhighered/global-citizenship-%E2%80%93-what-are-we-talking-about-and-why-does-it-matter>

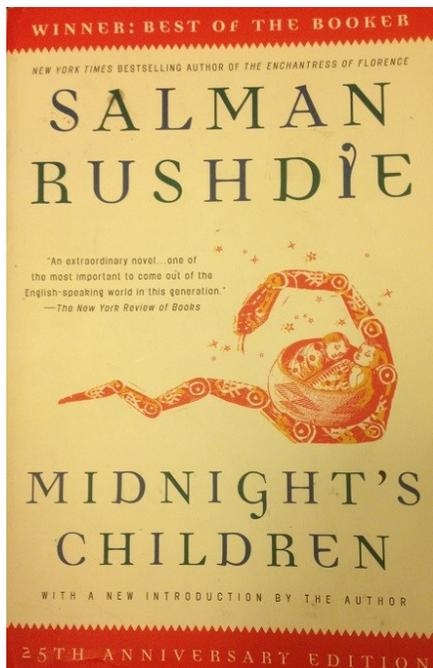
During the past decade, higher education's interest in internationalization has intensified, and the concept of civic education or engagement has broadened from a national focus to a more global one, thus expanding the concept that civic responsibility extends beyond national borders.



## Janiah Hines, The High School for Global Citizenship, June 27, 2020.

<https://www.nydailynews.com/new-york/education/nyc-high-school-graduation-2020/ny-graduation-janiah-hines-high-school-for-global-citizenship-20200628-ary2id57djevkhfvu7lf7vmsfy-story.html>

Janiah Hines is this year's class of 2020 valedictorian of a New York City Public School. In her graduation speech, she outlines the importance of civic engagement and being a global citizen. She strives to empower her peers to have open minds in this ever changing world and stand up for causes they feel passionately about.



### Book Suggestion:

Salman Rushdie's novel, *Midnight's Children*, provides an interesting question for all of us – "How might we swallow the world" to make deeper connections across culture, history, and community?

# Global Citizenship



**Tony Blair Institute Launches Online Global Citizenship Education Program, July 17, 2020.**  
<https://thecsrjournal.in/tony-blair-institute-online-global-education-programme/>

Over 60% of students globally have been affected by school closures as a result of COVID 19, prompting The Tony Blair Institute for Global Change to launch a free, interactive, game-based online global citizenship program. This program connects out-of-school students around the world in a safe and inclusive online space. The Ultimate Dialogue Adventure equips middle school-high school aged students with the knowledge, 21st century skills and attitudes to become active, global and open-minded citizens in a blended learning approach which can be used by students that continue with online learning, return to the classroom or a mixture of both.



## SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



For lesson plan ideas, go to <https://worldslargestlesson.globalgoals.org/all-lesson-plans/>

# Identity & Culture



## **Foreigners, Fakes and Flycatchers: Stereotypes, Social Encounters and the Problem of Discomfort on the Street in Arusha, Tanzania**

<https://www.emerald.com/insight/content/doi/10.1108/IJCTHR-10-2019-0182/full/html>

This paper explores the interrelation between changing urban landscapes, gentrification and tourism in the context of tourism-reliant city of Arusha, northern Tanzania. It shows the discomfort young visitors experience when encountering street sellers through stereotypes found in the tourism industry.



## **Who Am I?: The Reflexivity of Self-Identity Through Tourism**

[https://scholarworks.sjsu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=4774&context=etd\\_theses](https://scholarworks.sjsu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=4774&context=etd_theses)

This resource attempts to create a better understanding of identity in tourism research. Travel narratives offer spontaneous instances of self discovery which allows for the creation and recreation of identity. The result of the research uncovered tools such as e-mail, online applications (e.g., Skype, blogs, etc.), journals, diaries, scrapbooks, and self edited DVDs that are concerned with self identity.



### Class Discussion

Engage students in a discussion of identity, difference, and power and how these ideas are reflected in society—both locally and globally. How have these concepts developed historically and how are they connected to current realities in our society, both home and abroad? Give students an opportunity to work in small groups to identify examples in each of these categories and how our cultural perspectives might be limiting our understanding. In addition, have students analyze the complexity of identity and the multiple ways we define ourselves or others.

**“In an unequal world, developing the skills to notice the ways these issues play out, and why our experiences as Western travelers are really dependent on what we look like, where in the world we are, what kinds of expectations people place on us, where those expectations come from, and how we respond and why are all part of the process of traveling mindfully.”**

**Dr. Anu Taranath, Beyond Guilt Trips, p. 69**

# Identity & Culture



**Tourism and Identity-Related Motivations: Why Am I here (And Not There)?, Sept. 2013.**

[https://www.researchgate.net/publication/264339111\\_Tourism\\_and\\_identity-related\\_motivations\\_Why\\_am\\_I\\_here\\_and\\_not\\_there](https://www.researchgate.net/publication/264339111_Tourism_and_identity-related_motivations_Why_am_I_here_and_not_there)

This paper examines literature relating to identity-related tourism and argues that identity related motivations are at the forefront of our understanding of tourism experiences and explains why people engage in tourism and the benefits they derive from it.



**All about Skin: Short Fiction by Women of Color; Edited by G. Ortiz and R. Spencer; Introduction by Helena Maria Viramontes. 2014.**

<https://muse.jhu.edu/book/34886>

*All about Skin* features twenty-seven stories by women writers of color whose short fiction has earned them a range of honors, including John Simon Guggenheim Fellowships, the New York Public Library Young Lions Fiction Award, the Flannery O'Connor Award, and inclusion in the *Best American Short Stories* and *O. Henry* anthologies. The prose in this multicultural anthology addresses such themes as racial prejudice, media portrayal of beauty, and family relationships and spans genres from the comic and the surreal to startling realism



**How Travel Affects Self-Identity, Nov. 27, 2018.**

<https://medium.com/sojourners-heart/how-travel-affects-self-identity-19b9cdd02440>

This essay explores the effects travel has on identity and whether those effects generate long-term changes. Traveling can influence the five dominant personality characteristics-openness, agreeableness, extroversion, conscientiousness and neuroticism through being immersed in a new culture. Endless experiences are made through travel in personal, spiritual, or cultural contexts which allows them to produce a different "self-hood".



## **Lesson Plan Idea**

Have students experiment with the use of art to explore the concept of identity. As part of this process, engage students in a discussion of the visible and invisible codes associated with identity and culture. Here are some additional lesson ideas from the Canadian Centre for Diversity and Inclusion - <https://ccdi.ca/media/1587/toolkit-1-getting-started-diversity-and-identity.pdf>



# Ethics & Travel



**When, if Ever, Is It Unethical to Visit a Country?, May 16, 2019.**

<https://www.nytimes.com/2019/05/16/t-magazine/ethical-travel-reporting.html>

This article engages with the ethics of travel in the context of government and global conflicts. The question of what constitutes an oppressive government may be subjective. Saro-Wiwa says, "How do we define what constitutes an oppressive government? I see persecution not just in the obvious regimes, such as North Korea, but in countries such as the United States, where ill treatment may not be codified in law but exists nonetheless." Mehta says, "All nations are imperfect, but some are more imperfect than others. Should you boycott Myanmar because of its treatment of the Rohingya, or Israel because of its treatment of Palestinians? How about Slovakia for its treatment of the Roma, or the United States for its treatment of African-Americans? Which glass house do you live in, and where would you like to direct your stones?"



**Welcome to Paradise, Now Let's Talk Travel Ethics, Aug. 14, 2018.**

<https://medium.com/s/story/i-live-in-a-tourist-destination-lets-talk-about-ethical-travel-eco8505c63ef>

Some places depend on tourists for their livelihood. The author explains, "But when we look at the current problems with tourism, focus our criticism on the travelers, and then simply conclude by throwing up our hands and saying, "Well, don't go," we ignore the benefits of travel done right for both the tourists and the locals."

**In *Beyond Guilt Trips: Mindful Travel in an Unequal World*, Anu Taranath asks readers to consider their own sense of justice and ethics. In this chapter (p. 113-139), several scenarios are provided that would make for interesting student discussions on justice, ethics, and travel.**



<https://erinoutdoors.com/ethics-of-travel-photography/>



[www.buffalotours.com](http://www.buffalotours.com)



<https://www.discova.com/blog/>

/buffalo.tours.travel
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 /buffalotours

# Ethics & Travel



**Blacklisting Venice To Save It From Too Many Tourists And Too Few Venetians, May 29, 2017.**

<https://www.forbes.com/sites/ceciliarodriguez/2017/05/29/blacklisting-venice-to-save-it-from-too-many-tourists-and-too-few-venetians/#6256aa231e50>

UNESCO worries about the damage caused by mass tourism in Venice as it risks losing its status as a UNESCO World Heritage Site. Issues between locals and tourists and environmental exploitation have been brewing for years.



**Sustainability and the Ethics of Travel, Sept. 18, 2015.**

<https://whywaittoseetheworld.com/sustainability-and-the-ethics-of-travel/>

One should avoid giving out handouts as this could cause greater harm by promoting codependency and even creating an epidemic of children who stay out of school because they see the child making more money being out on the streets. Travel sustainably by supporting local businesses. If you are volunteering, look for organizations with actionable steps for achieving their goals. They usually require specific expertise to volunteer.



**The Ethics of Traveling | Christoph Winter | TEDxPrincetonU. Dec. 20, 2017.**

<https://www.youtube.com/watch?v=CE7sRjXNA2A>

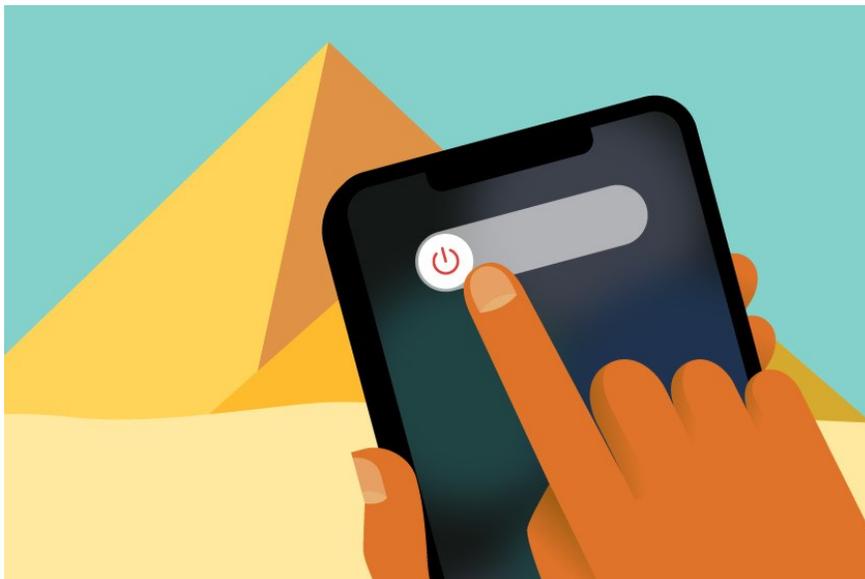
The focus of the video is the ethics of where to travel in the first place.



**Global Code of Ethics for Tourism**

<https://www.unwto.org/global-code-of-ethics-for-tourism>

This comprehensive set of principles addressed to governments, the travel industry, communities and tourists alike aims to maximize benefits and minimize harms. It addresses mutual respect between peoples and cultures, sustainable development, obligations of stakeholders in tourism development, and more.



<https://www.afar.com/magazine/7-ways-to-be-a-more-ethical-traveler>

# Decolonization of Travel

## **What Does it Mean to Decolonize Travel? June 15, 2016**

<https://www.bitchmedia.org/article/what-does-it-mean-decolonize-travel>

People often try to travel cheaply, which can shift how Indigenous people will relate to their cultures and if they have to “perform” them in order to make money. This creates a cycle of reliance on this oppression to support the economy. Traveling is more than just what we think of for the mainstream, there’s also movement associated with migration, refugees, and forced migration. Supporting marginalized people without supporting the system of capitalism is crucial and worth exploring.

## **Is Unschooling the Way to Decolonize Education? July 6, 2020.**

<https://nextcity.org/features/view/is-unschooling-the-way-to-decolonize-education>

As the ongoing pandemic brings into sharp focus the ways kids are learning (or not), Next City looks at self-directed education, which respects each student’s passions, encourages self-sufficiency and turns the city into a classroom.

## **Is COVID-19 Magnifying Colonial Attitudes in Global Health? June 19, 2020**

<https://www.devex.com/news/is-covid-19-magnifying-colonial-attitudes-in-global-health-97499>

The experience of racism and discrimination is not new in development, experts say, especially in global health, and the pace of the COVID-19 crisis is only exacerbating the situation. For example, in April, two French scientists suggested conducting trials in Africa to test the effectiveness of a tuberculosis vaccine against COVID-19, causing an uproar. Contrary to the latter, local knowledge and expertise is important when determining how to tackle health issues in different regions.

## **Getting Real about Decolonizing Travel Culture, March 14, 2017.**

[https://medium.com/@bani\\_amor/getting-real-about-decolonizing-travel-culture-a94e71b57dc8#:~:text=A%20part%20of%20decolonizing%20travel,they%20are%20always%20in%20flux.](https://medium.com/@bani_amor/getting-real-about-decolonizing-travel-culture-a94e71b57dc8#:~:text=A%20part%20of%20decolonizing%20travel,they%20are%20always%20in%20flux.)

An important step to decolonizing travel is to be honest about our intentions regarding the “baggage” we are bringing, why we are traveling, what we hope to get out of the experience, and who we will be impacting throughout the trip. Becoming aware of the fact that our presence will always impact the space we take up is also necessary in decolonizing travel. “It is a moving conversation between the ways that we are privileged and the ways we are oppressed, because places, like identities, are not static; they are always in flux.”

“Questions to consider when engaging in a global project or partnership: How do we work within a historically unequal global context? How do we pay close attention to things we’d rather sweep under the (very heavy) rug of our good intentions? Are there ways to build better connections across mammoth power differentials without reinforcing the inequality and advantages in the social equation?” Anu Taranath, *Beyond Guilt Trips*, p. 129

# White Saviorism



**Windholz, Annie. Unpacking White Saviorism. Medium. June 26, 2017.**

<https://medium.com/@anniewindholz/unpacking-white-saviorism-7d7b659dcbb3>

The term “white saviorism,” refers to an idea in which a white person, or white culture, rescues people of color from their own situation. Throughout the white savior’s journey, the person is often portrayed as messianic and tends to learn something about themselves in the process of rescuing others. A part of “white saviorism” is to save people from themselves. However, helping “other groups” and “empowering them” takes away a sense of a people’s own ability to help themselves. It is important to first make sure no harm is being done when getting involved in another country and to ask those being helped how one can best be an ally. Listening is essential.



**Voluntourism Is Colonialism Wrapped In The White Savior Complex, March 3, 2020.**

<https://wearyourvoicemag.com/voluntourism-colonialism-white-savior-complex/>

Through Voluntourism, the white savior complex repackages and presents notions of the primitive African that white people use to further colonialism. Anthropology professor Andrea Freidus defines volunteer tourism as “an emerging trend of travel linked to ‘doing good’.” There have been many scandals involving voluntourism where the foreign white assailant blamed the “barbaric African culture” for their wrongdoings.



**Spend & Save: The Narrative of Fair Trade and White Saviorism, June 23, 2016.**

<https://www.bitchmedia.org/article/spend-save>

The fair-trade business model has early roots in the U.S. abolitionist movement. Western businesses have good intentions when trying to establish “fair trade” but in doing so they are being a part of white saviorism and overlooking a lot of issues with their work. Given the historical origins of soft, feminine conquest, fair-trade feminism not only systematically maintains capitalism and white supremacy, but patriarchal standards as well.



**Nordmeyer, Kristjane, Teig, Trisha. Ending White Saviorism in Study Abroad, 2016.**

<https://journals.sagepub.com/doi/pdf/10.1177/1536504216685131>

An academic approach to ending white saviorism during study abroad programs. Although study abroad experiences are well intentioned, they have met harsh critique for fostering judgment of other cultures and condoning the white savior complex. These programs are outcome-focused and they often position the visiting students in a place of power over the local population. By orienting students to some superior element of another country, model country learning allows students to truly participate as learners, rather than leaders.

# White Saviorism



**End Voluntourism and the White Saviour Industrial Complex, June 26, 2020.**

<https://mg.co.za/africa/2020-06-26-end-voluntourism-and-the-white-saviour-industrial-complex/>

Missionaries, mainly white Americans, traveling to Africa is one of the most problematic components of the white savior industrial complex. Voluntourism is not going to help African countries thrive in the 21st century. Poverty is not an individual's creation. It is built by colonialism and the pillaging of resources by networks of political ruling elites, mercenaries and multinationals into global capitalist systems.



**More Harm Than Good? The Questionable Ethics of Medical Volunteering and International Student Placements, March 6, 2017.**

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5531079/>

The concerns raised about the harms of international travel related to ill-preparedness can help pave the conversation around changing existing practices to ensure a better outcome for those who are in need of help.



**Questions of Travel: Postmodern Discourses of Displacement, 1988.**

<https://www.jstor.org/stable/pdf/26285353.pdf?seq=1>

This book discusses the idea that travel is a meytonymic extension of both population movements and theoretical homes in which all points of departure and all points of arrival have become uncertain. It links modernist cultural movements to, rather than divides movements from postmodern ones.



**Going Abroad: Traveling Like an Anthropologist, 2010.**

<https://www.taylorfrancis.com/books/9781315634340>

This book discusses the increase in students from the affluent countries going abroad as part of their "educational experience." Although students see these experiences as invaluable and believe that they have learned a lot, the anthropological literature suggests the opposite; that travel abroad has a greater impact on the hosts than on the visitors and that indeed travel abroad, far from leading to students becoming more open-minded or learning about the other, can reinforce their stereotypes. The standards in anthropology teach humility and the ability to learn from those in the host country.

**"Most programs that send Westerners abroad rarely bring up - let alone honestly discuss - the kinds of identity experiences and emotional challenges that global travel sometimes glaringly brings to the surface."**

**"Do good travel hopes to catalyze well-intentioned sentiment into real-life solutions for the people who need them most" (For example, global health, medical missions, social impact cruises, development programs, or voluntourism programs). Anu Taranath, Beyond Guilt Trips, p. 29**

# Sustainable Travel

 **Travel With The Environment in Mind, Spring 2017.**

<https://www.worldwildlife.org/magazine/issues/spring-2017/articles/travel-with-the-environment-in-mind>

Tips on how to reduce environmental impact while traveling that require little effort are provided in this article. Seeking out socially and environmentally responsible accommodations is emphasized. The Global Sustainable Tourism Council is a great resource for finding destinations that align with your values.

 **If Seeing the World Helps Ruin It, Should We Stay Home? June 3, 2019.**

<https://www.nytimes.com/2019/06/03/travel/traveling-climate-change.html>

The number of airline passengers worldwide has more than doubled since 2003, and unlike with some other pollution sources, there's not a ton that can be done right now to make flying significantly greener. It is hard to think about climate change in relation to our own behavior because we are small, our effects are microscopically incremental and we mean no harm.

 **Does Eco-Friendly Travel Truly Exist? July 7, 2020.**

<https://www.greenprophet.com/2020/07/does-eco-friendly-travel-truly-exist/>

This guide to sustainable travel has some ideas to put to use without much effort. Finding ways to exercise respect for the environment as well as the local people while abroad is heavily discussed.

 **How Conscious Traveling Is Gaining Popularity During Pandemic, June 30, 2020.**

<https://aithority.com/cognitive-science/problem-solving/how-conscious-traveling-is-gaining-popularity-among-young-professionals/>

Conscious travel means being mindful of the world and the people we encounter during our travels. One way to practice this is seeing destinations through a local's perspective. Travel and tourism generate over \$2.9 trillion globally but unfortunately, not all communities benefit from the money that tourism makes. Conscious travel aims to financially benefit local communities and be greener.



<https://www.bus.com/blog/sustainable-travel-trends/>

# SUSTAINABLE TOURISM

## WHY TOURISM MATTERS



**10% GLOBAL GDP**  
(DIRECT, INDIRECT AND INDUCED IMPACT)



THE INDUSTRY OF TOURISM IS RESPONSIBLE FOR **235 MILLION JOBS** IN THE WORLD



MAIN INCOME SOURCE FOR MANY **DEVELOPING COUNTRIES**



THERE WILL BE **1.8 BILLION** OF INTERNATIONAL TOURISTS BY 2030

## WHY TOURISM MUST CHANGE



WITH CERTAIN TYPES OF TOURISM (TOUR OPERATORS, RESORTS), **LESS THAN 10%** OF PROFIT IS LEFT TO BENEFIT LOCALLY



ONE NIGHT IN HOTEL PRODUCES ABOUT **30KG** OF CO<sub>2</sub>



THE INDUSTRY OF TOURISM IS THE FOURTH SOURCE OF **POLLUTION** IN EUROPE

## HOW TO MAKE TOURISM MORE SUSTAINABLE



WHENEVER POSSIBLE, DON'T TRAVEL WITH THE AIRPLANE: THE **TRAIN** CONSUMES 10 TIMES LESS



RIDE A **BIKE** EVEN ON HOLIDAY



WHEN ABROAD, BUY **ORGANIC** FOOD AND **LOCAL** PRODUCTS



CHOOSE AN **ECO-FRIENDLY** ACCOMMODATION WITH **ECOBNB.COM**



# Sustainable Travel



## **Commuters Asked to Embrace Greener Travel as Lockdown Eased, July 13, 2020.**

<https://www.eveningexpress.co.uk/news/scotland/commuters-asked-to-embrace-greener-travel-as-lockdown-eased/>

In Scotland, even with public transport service levels increasing and physical distance being relaxed to one meter for some services, capacity is still significantly restricted compared to pre-Covid levels. The number of cyclists during lockdown has increased according to Transport Scotland. Due to this, there will be continued funding for “high impact permanent infrastructure and behavioural change projects” and green economic recovery will be a central focus.



## **Tourism Plan Threatens Indonesia's Environment, March 21, 2018**

<https://www.trtworld.com/life/tourism-plan-threatens-indonesia-s-environment-16079>

Environmental activists argue that ecosystems are being threatened by commercial tourism in Indonesia. Many locals are rejecting this rise in overdevelopment that would destroy fishing ground, access to religious services and cause flooding.



## **Saving Iceland, August 7, 2017**

<https://www.savingiceland.org/2017/08/icelands-troubled-environment/>

Greenwashing has become prevalent amongst thousands of businesses. A model coined 'The Three Pillars of Sustainability' is depicted to describe the conflict of values that happens while attempting to achieve economic and environmental sustainability. It takes different attitudes into looking at the disconnect between individuals and their environment.



<https://aworld.org/travelling-sustainably/>

# 5 REASONS WHY TOURISM SUSTAINABILITY MATTERS



- 1** Puts money into the local economy and creates jobs
- 2** More authentic experience for visitors
- 3** Avoids displacement of locals
- 4** Helps preserve resources and renew destination's tourism infrastructure
- 5** Prepares destination for an increase in visitors

# Mindful Travel and Learning Opportunities for Students



## **OneWorld Now**

<https://oneworldnow.org/programs/study-abroad-programs/>

OneWorld Now! study abroad programs take students on a life-changing journey to develop inter-cultural skills, explore global issues, and make friends with high school students from around the world.



## **Global Visionaries**

<http://globalvisionaries.org/youth-programs/>

The Global Visionaries leadership program is a multi-year program that prepares youth to define and address environmental and social issues in their communities while becoming more aware of their global citizenry.



## **Aspect Foundation**

<https://aspectfoundation.org/study-abroad/>

"Are you an American high school student ready for an international adventure? Check out our exchange opportunities! You can travel the world, experience a new culture, and improve your foreign language skills. Whether you want to study abroad for a full academic year or semester, spend the summer brushing up on your skills in an intensive language immersion program, or make a difference volunteering abroad, we have the perfect program for you."



## **Mindful Schools**

<https://www.mindfulschools.org/free-online-mindfulness-class-for-kids/>

Mindful Schools has created ten free mindfulness classes for kids. Join us online – for mindful activities, mindful movement, read-alouds – and let's have fun exploring mindfulness together.



## **High School Study Abroad**

<https://www.gooverseas.com/blog/best-high-school-study-abroad-programs>

An extensive list of programs for high school students to take advantage of when looking to study abroad. A variety of programs are listed based on interests, budget, and desired experiences.



# Mindful Travel and Learning Opportunities for Students



**How Student Travel Can Enhance Intercultural Development, Aug. 2018.**

[https://blogs.edweek.org/edweek/global\\_learning/2018/08/how\\_student\\_travel\\_can\\_enhance\\_intercultural\\_development.html](https://blogs.edweek.org/edweek/global_learning/2018/08/how_student_travel_can_enhance_intercultural_development.html)

Learn how to ensure students are having authentic travel experiences that build their intercultural development, rather than traveling as tourists. Ideas are shared on how teachers should help their students begin down the path of enhancing their intercultural sensitivity, and ultimately, intercultural competence.

These are 3 resources Dr. Anu Taranath lists in her appendix for student to think differently:

- TIPS to Study Abroad: Simple Letters for Complex Engagement  
[https://books.google.com/books/about/T\\_I\\_P\\_S\\_to\\_Study\\_Abroad.html?id=PJ7FoAEACAAJ](https://books.google.com/books/about/T_I_P_S_to_Study_Abroad.html?id=PJ7FoAEACAAJ)
- Let's Wow It Out: Simple Drawings to Explore Big Ideas  
<https://www.goodreads.com/book/show/33358100-let-s-wow-it-out>
- The Q-SAR, Queer Study Abroad Resource  
<https://issuu.com/mexicocitylgbtqstudyabroad/docs/mexicocityqueerstudyabroadresource>



# Travel Opportunities for Educators to Promote Cross-Cultural Understanding



## **IREX**

<https://www.irex.org/programming-area/education>

This organization works with individuals, institutions, and governments around the world to improve the quality of teaching and learning, inside and outside the classroom. It works with students, teachers, and administrators, from school through university and professional training.

They also train thousands of secondary school teachers to prepare students for 21st-century challenges.



## **Fulbright Teacher Exchange Program, U.S. Department of State**

<https://exchanges.state.gov/us/program/fulbright-distinguished-awards-teaching-us-teachers>

The Fulbright Distinguished Awards in Teaching Semester Research Program sends select U.S. primary and secondary school teachers abroad for three to six months. Teachers pursue individual projects, conduct research, take courses for professional development and share their expertise with local teachers and students. The Fulbright Distinguished Awards in Teaching Short-Term Program sends expert U.S. teachers to support projects identified by U.S. Embassies and Fulbright Commissions in schools, teacher training colleges, government ministries, and educational NGOs.



## **Fulbright-Hays Program, U.S. Department of State**

<https://exchanges.state.gov/us/program/fulbright-hays-program>

The Fulbright-Hays Program awards grants to individual U.S. K-14 pre-teachers, teachers and administrators, pre-doctoral students and postdoctoral faculty, as well as to U.S. institutions and organizations. The Program supports research and training efforts overseas, which focus on non-Western foreign languages and area studies. The Fulbright-Hays Program is funded by a Congressional appropriation to the U.S. Department of Education.



## **Qatar Foundation International (QFI)**

<https://www.qfi.org/>

Founded in 2009, and located in Washington, DC, we are dedicated to supporting primary and secondary learners and educators as they explore new ways of enriching the learning experience through key skills such as critical thinking, collaboration, creativity, and cross-cultural communication. QFI engages communities to facilitate connections through their global network of schools and partners, supports a variety of professional development opportunities, and multiple grant opportunities.



<https://jesuits.eu/news/94-jesuit-schools-will-promote-global-citizenship>

# Local Opportunities to Engage in Cross Cultural Experiences



## **Kids4Peace**

<https://k4p.org/about-us/>

Kids4Peace Seattle builds interfaith communities that embody a culture of peace and empower a movement for change. There are three programs in Seattle which focus on four key areas: Interfaith Education, Dialogue & Leadership Skills, Social Change, and Community Building. One program is a year-round program for middle-school and high-school youth. The program meets monthly throughout the school year and also has more intensive summer experiences. Another opportunity is the congregational partnership program, where local religious congregations teach Kids4Peace curriculum in their religious schools. A third wonderful component of Kids4Peace is outreach programming, which includes public workshops and specialized workshops for schools, congregations, and community groups.



## **FIUTS**

<https://www.fiuts.org/community-programs-students>

"FIUTS believes that our world is a better place when people have the chance to share their experiences and build friendships that extend beyond politics and stereotypes. The FIUTS welcome and friendship programs offer short-term opportunities for international visitors and local community members to get to know one another and participate in cross-cultural exchanges."



## **OneWorld Now**

<https://oneworldnow.org/>

An after-school Global Leadership Program for high school students. Earn World Languages credit by taking Korean, Arabic, Russian, or Mandarin Chinese two days per week. Also gain leadership skills and community service hours through twice-monthly Leadership workshops. There are opportunities to earn scholarships to study abroad in South Korea, Morocco, Russia, Tunisia, or China.



## **Wing Luke Museum of the Asian Pacific American Experience**

<http://www.wingluke.org/education/>

From school partnerships to curriculum plans and training to school tours, experiences are grade-level appropriate and adhere to state and national standards in ELA and Social Studies. This is open to all grades from kindergarten through graduate-level students.



## **Seattle Office of Arts and Culture**

<https://www.seattle.gov/arts/programs/creative-youth>

This city-funded organization invests in teaching artists, educators and organizations that are working toward a stronger more vibrant creative youth culture. It supports arts and cultural learning and events for Seattle youth. In alignment with the City's Race and Social Justice Initiative, they work to eliminate institutional racism in our programs, policies and practices

# Local Opportunities to Engage in Cross Cultural Experiences



## Associates in Global Change (ACE)

<https://globalwa.org/2014/09/associates-in-cultural-exchange-making-the-world-your-community/>

This organization provides language and cultural programs for students of all ages, international study tours, and facilitation for other international ventures, all of which fall under this Global Washington member's mission of "making the world your community." As students mature, ACE offers more intensive programs to allow students to experience other cultures.



## World Affairs Council

<https://www.world-affairs.org/>

The World Affairs Council was founded with the goal of advancing global understanding and engagement throughout greater Seattle. We envision a community that is connected, actively engaged, and inspired to create change in the world. The Council has long dedicated itself to fostering dialogue and debate about critical global issues. This is achieved through public events, Global Classroom programming for K-12 educators and students, and diplomacy initiatives that engage international delegations with our community. It is a fundamental formula that works well but is highly adaptable, allowing the Council to reach a large cross-section of Seattle with a wide range of topics. Our platform connects civic, academic, corporate, and individual members around world issues. We are part of a vibrant global city; our goal is to ensure that Seattle is visible, engaged, and globally aware.



<https://diversityq.com/diversity-and-inclusion-is-more-than-just-ethnicity-and-gender-1002745/>

# Curriculum Connections



## Exploring The World in Your Classroom

<https://www.fattiretours.com/45-travel-themed-lesson-plans>

Vast amounts of travel-themed lesson plans for all ages! Take your students on virtual trips as you explore different cultures together. Lesson plans on travel give you the opportunity to delve into topics like culture, geography and even math as you plan for travel expenses. With a travel theme, you can dig into literature, help students embrace their inner artist and give them a love and passion for a new and exciting location. Whether you are digging into a country for a detailed unit study, want to diverge from the curriculum for some fun travel-themed lessons or simply want to give your students a love for travel, here is a list of resources that can help you embrace travel without leaving the four walls of your classroom.



## Benefits of Cycling Lesson Plan

<https://bikeability.org.uk/tools-for-schools/>

(Grades K-5) - Teach students about the benefits of traveling by cycling using this curriculum outline. Related activities are listed under "Activity Sheets."



## Travel and Tourism

<https://www.englishcurrent.com/travel-tourism-intermediate-esl-lesson-plan/>

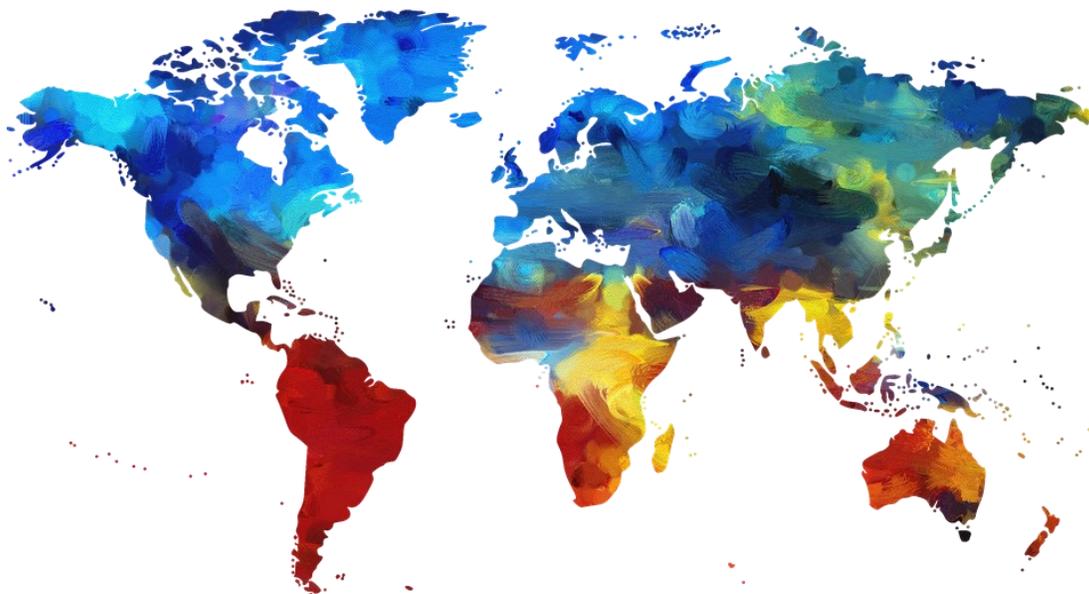
(All Grades, ESL Focus) - An extensive unit on international travel and tourism focused on discussion and vocabulary skills.



## Travel Brochures: Highlighting the Setting of a Story

<http://www.readwritethink.org/classroom-resources/lesson-plans/travel-brochures-highlighting-setting-961.html>

(Grades 6-8) - Students will create travel brochures to highlight the setting of a story they are reading. The lesson plan uses *Al Capone Does My Shirts* but can be adapted for any story with a well-defined setting.



# Curriculum Connections



## Global Trek

<https://www.scholastic.com/teachers/activities/teaching-content/global-trek-virtual-travel-around-world/>

(Grades 4-8) - Use technology to tour foreign countries and learn more about cultures and people around the world.



## Exploring Africa

<http://exploringafrica.matrix.msu.edu/curriculum/>

(All Grades) - A comprehensive curriculum to help kids explore the geography, biodiversity and cultures of the continent of Africa. Take a walk on the wild side with this unit!



## Let's Take a Trip

<https://www.tesol.org/docs/default-source/new-resource-library/let%27s-take-a-trip!.pdf?sfvrsn=0>

(ESL Students, All Grades) - Students plan for travel and work on English vocabulary at the same time in this interactive, hands-on lesson.



## Mindfulness: The Present Moment

<https://www.education.com/lesson-plan/mindfulness-series-the-present-moment/>

Geared towards elementary-middle school aged kids, this lesson plan helps students learn to be in the present.



## Cultivating Mindfulness for Educators Using Resources From The New York Times

<https://www.nytimes.com/2017/09/07/learning/lesson-plans/cultivating-mindfulness-for-educators-using-resources-from-the-new-york-times.html>

Practical strategies compiled by Alison Cohen, a certified mindfulness teacher and secondary school leadership and instructional coach, for bringing mindfulness into your life both inside and outside the classroom to support your own well-being and, in turn, the well-being of the young people in your care. The end of the post provides resources for introducing students to mindfulness.



## Global Citizenship

<https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship>

A range of subject-specific and wider curriculum guides including case studies and activities for teachers of all subjects and ages. Also, assemblies, lesson plans, teacher guides, photo stories, simulation games and more - all with global citizenship at their core.



# Curriculum Connections—Social Justice



## Teaching Resources, Lesson Plans etc. for Teaching About Black Lives Matter (BLM)

<https://www.tolerance.org/>

A large database with high quality classroom resources and lesson plans for teachers around tolerance and racial justice. There are also resources for professional development, such as participating in workshops, webinars and self-guided learning.



## Black Lives Matter at School- Resources

<https://neaedjustice.org/black-lives-matter-school-resources/>

Check out resources to help facilitate conversations about race, including classroom appropriate lesson plans, guides on how to have tough conversations with peers and students, and more.

<https://drive.google.com/drive/folders/1LGslwJwhXvpVnDgwouC-n794l6EGzpuH> (2020 Curriculum Resource Guide google drive)



## Office of Arts and Culture, City of Seattle

<https://www.seattle.gov/arts/programs/racial-equity>

A database for programs relevant to racial equity in Seattle. In alignment with the City's Race and Social Justice Initiative, the city seeks new solutions that use arts as a strategy to drive not only their office, but the City as a whole toward racial equity and social justice.



## Social Justice Standard: Diversity

<https://www.tolerance.org/learning-plan/social-justice-standard-diversity-7>

(K-5) Essential Questions:

- How are people similar to and different from each other?
- How are people similar to and different from each other?
- What are the benefits and challenges of living in a diverse society?
- How can we celebrate what we have in common while also honoring our differences?
- How do communities become diverse?
- What is the relationship between diversity and belonging?
- How do our similarities and differences impact the relationships we have with people inside and outside our own identity groups?

**“A social justice lens enables us to recognize, name, and combat oppressions. So many people both in our local communities and farther away suffer needlessly, and a commitment to social justice means we notice, witness, and pay attention to people’s struggles and lives unlike ours.”**

**Anu Taranath, Beyond Guilt Trips, p. 175**

# Curriculum Connections—Social Justice



## Social Justice Resources for K-12 Teachers

<https://education.uiowa.edu/social-justice-resources-k-12-teachers>

The mission of Social Justice Resources is to provide social justice resources for teachers to use in K-12 schools. The resources have been built through the collaboration with faculties and graduate students in the College of Education along with colleagues at the Public Policy Center who work with Iowa City Community School District.



## Why Social Justice in School Matters

<http://neatoday.org/2019/01/22/why-social-justice-in-schools-matters/>

This article overviews the importance of social justice in schools. Bringing social justice into schools shines a spotlight on all sorts of important societal issues—from the myriad reasons that lie beneath the deep disparity between the suspension rates of black and white students to how current U.S. immigration policy separates families and violates student rights.



## Social Media for Social Action

<https://www.tolerance.org/classroom-resources/tolerance-lessons/social-media-for-social-action>

(Grades 6-12) This lesson will engage students in the debate about the efficacy of social media as a tool for social change.



## Understanding Our Neighbors

<https://www.tolerance.org/learning-plan/understanding-our-neighbors>

(Grades 6-8) Teach Middle School students about universal human traits, how different communities interact, bridging gaps between communities, and celebrating what we have in common while also honoring our differences.



<https://thejustify.netlify.app/social-justice-black-lives-matter-art.html>

# Curriculum Connections—Social Justice



## **Social Justice Projects in the Classroom**

<https://www.edutopia.org/blog/social-justice-projects-in-classroom-michael-hernandez>

This article discusses the best strategies for bringing social justice into the classroom. Successful social justice projects require raising students' awareness about issues and providing advocacy and aid opportunities.



## **Social Justice Lesson Plans**

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/social-justice/social-justice-lesson-plans>

These two lesson plans were formulated by NASP's Social Justice Task Force and are intended to guide conversations and activities related to race and privilege. While each lesson plan is designed for the school context, they may be modified for use in other settings.



## **Northwest Teaching for Social Justice Conference (NWT SJ)**

<https://nwtsj.org/wp/resources/past-programs/>

This resource includes the past program packets from previous conferences. Over 1,300 educators, students, and parents participated in last year's Northwest Conference on Teaching for Social Justice. The conference offers the opportunity for participants to build social justice networks of people, knowledge, and resources.

### **Strategies for Creating More Educational Spaces from Anu Taranath**

- Notice our advantages
- Notice other people's experiences
- Contextualize the past
- Make sense of the present
- Think about and work for justice
- Make space for difference
- Reflect on our interconnections