

Greater Purpose Statement: I am here for the child

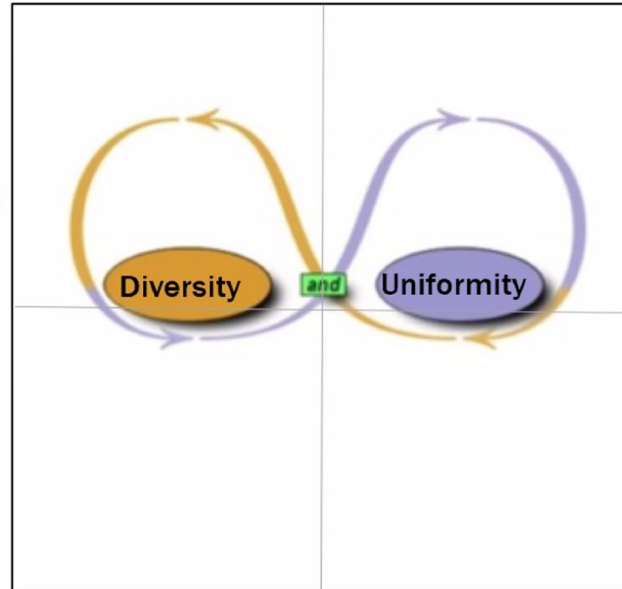
GPS = Greater Purpose Statement

Why Leverage This Polarity? (L+/R+)

What are the positive results if you do a good job of diversity?



What are the negative results if you over-focus on diversity to the neglect of uniformity?



What are the positive results if you do a good job at uniformity?



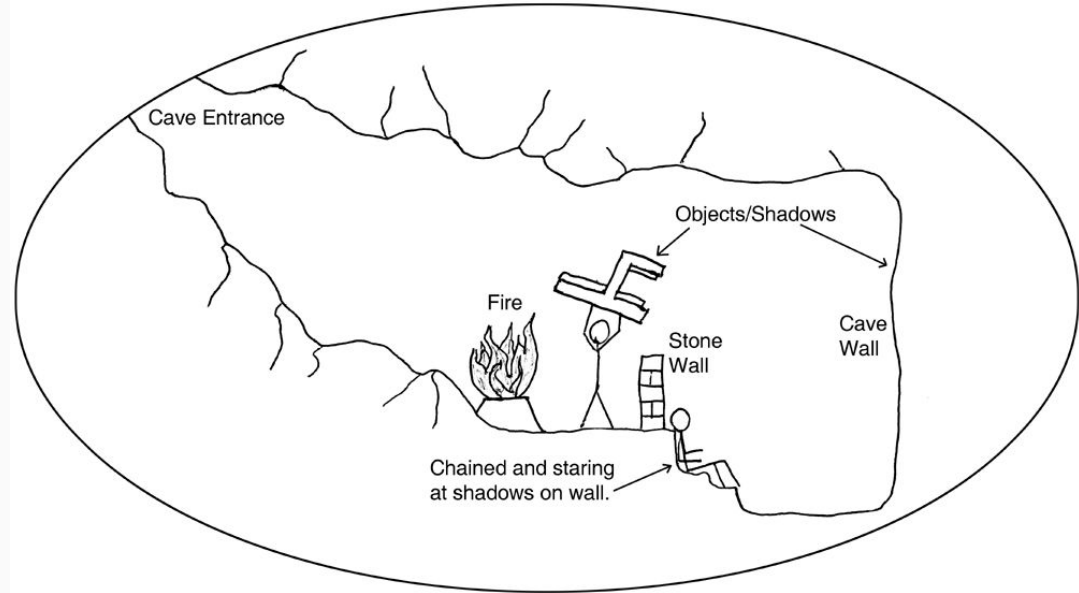
What happens when you over-focus on uniformity to the neglect of diversity?

Deepest Fear

Worst Case: Loss of your GPS (L-/R-)

How to get to AND

PLATO'S CAVE ALLEGORY



What is a cave that exists in the school environment?



Plato's Cave Allegory for Educators

- Nobody is beyond cultural conditioning
- Everyone is a product of various life experience and cultural “caves.” We will go back in the cave with limited influences, but can keep challenging ourselves to emerge from the cave.
- **AND** is creating wider, less encumbered, paved ascents to the light where there is room for more than the dominant, uniform group on the path
- **AND** is understanding that multiple caves exist

Let's step out of a cave...

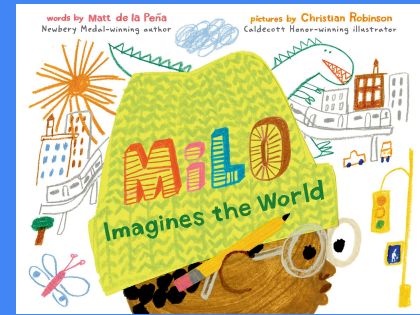
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Implementing Aspire to Be Seen



By September 22nd Faculty Should Choose and Review texts depending on grade level

- Grades TK-1 will be provided a set of texts from which to choose including *Milo Imagines the World*
- Grades 2-5 will read *Milo Imagines the World* using Sora or library copies
 - Start with [trailer](#)
 - Critical to pre-read the text
 - An [educator resource](#) is provided
 - Watch a [video](#) with the author and illustrator
 - If you need support, let us help you approach and teach the text
 - This book allows all children in our school to see themselves and to see persons unlike themselves reflected on its pages. This book is about the various layers of identity.

Implementing Aspire to Be Seen

The week of September 27th

- Share the text with your class and capture student photos
- Sara and Avery are providing instruction via video lessons/slide decks for your classroom
 - How to take a good photo
 - How to choose a photo as subject and photographer
 - Modeling student conversation for “I see” and “I want you to know” statements

By October 6th

- Photos are dropped into class folder
- Digital Photo Files will be sent to South City Print to be printed and laminated

Implementing Aspire to Be Seen

The week of October 18th (completed by 10/21)

- TK-2 students write a self-affirmation in fluorescent marker such as “The best part of me is...” “I am...” “I love myself because...”
- 3-5 Student conversation with “I see” and “I want you to know” in fluorescent markers

Meanwhile

- Kaila creating subway trains
- Older students create subway maps, street signs, etc.?
- DEI Parent volunteers are mounting photos in frames for the train
- Hope to Install 10/29
- Tour and Take a an “identity ride” in November

**Aspire to Take
Good Photos**



This is the camera app. You will use the camera app to take a "headshot" photo of one of your classmates. They will use it to take a headshot photo of you.

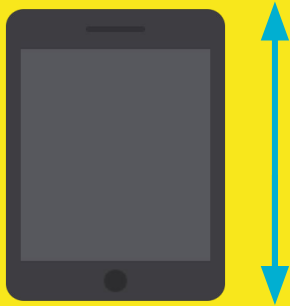


What is a "headshot" photo?
A headshot photo includes a person's head, neck, and shoulders. It does not include a person's full body.

What Makes A Photo “Good”?

3 Keys to Good Headshot Photos

1. Vertical



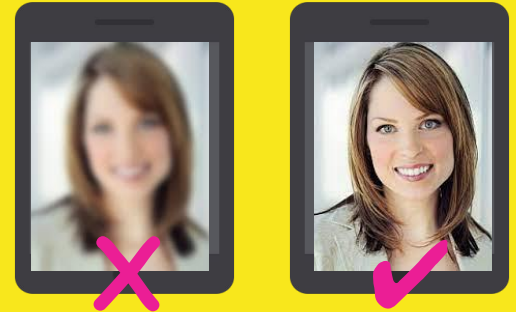
Hold the iPad vertically, like the image above. This allows the person's head neck and shoulder to fill the photo.

2. Distance



Move closer or further away to see your partner's head, neck, and shoulders on the iPad screen.

3. Focus



Tap on the screen to “focus” the photo. Blurry photos cannot be fixed!

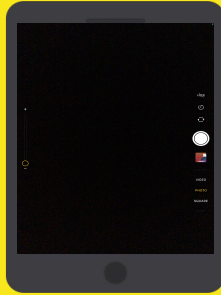
Take Your Partner's Headshot!

Take 3 photos of your partner to choose from!

1. Open the Camera App



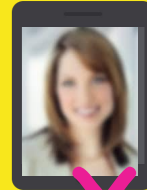
2. Hold iPad vertical



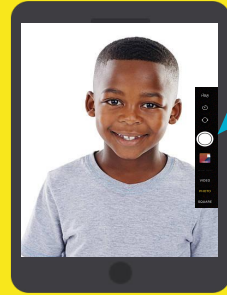
3. Move closer or further to see your partner's head, neck, shoulder on the iPad screen.



4. Tap your finger on the iPad screen to focus.



5. Tap your finger on the photo button to take the photo.



Student Identity Photo Conversation

- Which of these three photos do you like?
- Why do you like that one best?
- Why didn't you choose this one?
- I like the one you picked because...
- I see....

- Thank you for what you see.
- Do you know what you cannot see?
- I want you to know...

To Add to Presentation:

- Titles used in K-2
- Photos of finished product
- Discuss students' identity statements
- Share utilization of parent volunteers in LS DEI Parent Group and K-12 Arts Association
- Share tensions and reflections

