

**COURSE TITLE:** CULTIVATE JOY & JUSTICE: Classroom Morning Meetings

**WA CLOCK HRS:** 60

**NO. OF CREDITS:** 6 QUARTER CREDITS  
[semester equivalent = 4.00 credits]

**OREGON PDUs:** 60

**PENNSYLVANIA ACT 48:** 60

**INSTRUCTOR:** Sarah Rosman  
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#### **COURSE DESCRIPTION:**

Classroom Management is essential to the creation of a productive, creative and brave community. It is the bedrock to all the potential learnings that can be. However, it is one of the most nuanced and most difficult things an educator is called to do every single day. Our relationships with our students are the foundation for everything that happens throughout the day. Yet, it is incredibly challenging having to balance the many pieces of our job. Using the Responsive Classroom's The Morning Meeting Book as our guide, we will dig into the purpose and execution of daily morning meetings in classrooms from grades K-8. We will explore the four integral components of a Morning Meeting and how to integrate these into our daily rhythms as teachers. We will explore the benefits of utilizing this strategy and daily routine while troubleshooting the difficulties that may seem to stand in the way. Investing in our unique relationships with all of our students through Morning Meetings is something that will profoundly impact the way you look at your classroom community for years to come. It will help you transform your community into one in which all can share their unique perspectives and thrive.

For more information on Sarah Rosman's courses, visit her website at [www.sarahrosman.com](http://www.sarahrosman.com).

**LEARNING OUTCOMES:** Upon completion of this course, participants will have:

- ? Explored the purpose and theory behind utilizing Responsive Classroom's The Morning Meeting
- ? Learned the four components of The Morning Meeting
- ? Learned, studied, and created unique greetings and group activities
- ? Built out a weekly plan that can integrate The Morning Meeting
- ? Investigated components of The Morning Meeting that support and serve our ELLs
- ? Understood and learned about listening through the lens of Theory U

#### **COURSE REQUIREMENTS:**

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

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#### **HOURS EARNED:**

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

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#### **UNIVERSITY QUARTER CREDIT INFORMATION**

##### **REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%
  2. Completion of Learning Application assignments 40%
  3. Completion of Integration Paper assignment 30%
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### **CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

### **ADDITIONAL COURSE INFORMATION**

#### **REQUIRED TEXT**

The Morning Meeting Book K-8 (3rd edition) by Roxann Kriete and Carol Davis.

- ***The Morning Meeting Book: K-8***  
ISBN# 1892989603  
by Kriete, Roxann, Davis, Carol  
RESPONSIVE CLASSROOM

[Buy from Amazon](#)

#### **MATERIALS FEE**

\$10-25 text fee to be paid to amazon.com or another bookseller of your choice

### **ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT**

#### **A. INFORMATION ACQUISITION**

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

#### **Assignment #1: Introduce Yourself**

You must complete your introduction before moving on to other assignments.

Using [Padlet](#), create an account, and record a video of yourself with an introduction to who you are (and preferred pronouns) and your current teaching situation. Include a description of how you have been using "meetings" in your classroom, or if you have not used them yet in your teaching, and what led you to this class. Please touch on what you are hoping to get out of this course.

Please look at two (2) other profiles and respond to them in a few short statements. Padlet [link](#) :

<https://padlet.com/sarahzivrosman/welcome-introduce-yourself-zffkr605u2w4i6ey>

NOTE: Once you have finished and uploaded your video greeting and responses to classmates, please note in your assignment response box that you have completed the assignment in Padlet.

#### **Assignment #2: What's the Purpose of Morning Meetings**

In your text, read pgs. 9-22 (stopping at "getting started"); this will provide you with an overall introduction to Responsive Classroom's Morning Meeting and the purpose of the practice. It will provide an introduction to how a simple practice such as this can set the tone for a climate of trust, forge and deepen connections, weave social-emotional learning in authentic ways, motivate our students to take risks, and how repetition provides the space for the extraordinary!

Make a diagram, visual, poster, collage, or drawing with images and text that:

- Represents and explains what the purpose of Morning Meeting is and
- What potential can be if it is integrated in a real and committed way.

- Include a reflection of what you have used in the past and/or what your meeting/sharing/community time looks like now?
- Include at least 3 concrete goals around Morning Meeting that you would like to incorporate into your class community for this next upcoming school cycle - dream!

### Assignment #3: A View into Morning Meeting from Responsive Classroom

Watch this introductory video that shows a Morning Meeting

<https://www.youtube.com/embed/dG4dDDsx6c8>

(<https://www.youtube.com/watch?v=dG4dDDsx6c8&t=45s>) in its entirety (about 20 min). As we all know, nothing always goes as planned or is perfect when working with humans! There will be some bumps throughout the meeting :) But the teacher does a strong job of keeping the flow and the structure of the meeting respectful, clear, and moving so that students can participate, make mistakes, save face and show up in authentic ways.

In 250+ words, reflect on what stood out to you. Maybe it was new thinking based on what you saw, and perhaps it provoked you to think about your own practice/meetings in class - similarities, differences- or maybe you are left wondering.

### Assignment #4: Getting Started!

In your text, read pgs. 22-49 (starting at "getting started"). These are the nuts and bolts of a Morning Meeting, the roots that will hold up and support the four components. Without these pieces being throughout and applied, the four significant parts of Morning Meeting will have a hard time sustaining and taking hold long term. You will read about schedule, space, expectations, groundwork, signals, routines, and more.

Morning Meeting Getting Started [WorkSheet](#),

[https://drive.google.com/file/d/1Zz0bUnh7Y\\_ra-rg9Z1QsHS5FpnD4ZE-O/view?usp=sharing](https://drive.google.com/file/d/1Zz0bUnh7Y_ra-rg9Z1QsHS5FpnD4ZE-O/view?usp=sharing)

Please download the file, fill it out virtually, or print it and fill out written in long hand.

\*\* You have to download the file for it to be fillable.

### Assignment #5: Neuroscience of how we learn: Limitless of the Mind and Jo Boaler

Meet Jo Boaler; her research is around math and how the brain continues to grow and make pathways. Watch this video on the Padlet link: <https://padlet.com/sarahzivrosman/limitless-minds-jo-boaler-assignment-5-k5u6lcr24dlrtvlp>

Create a brief video response on this link addressing the following:

- How can this information about how we learn be supported by the work we do in Morning Meetings?
- In what ways do you see connections between what she is discussing about math and Morning meeting work?
- Pick at least 1 of the 6 "keys" Boaler discusses to think about these areas specifically in Morning Meeting work (six keys: 1. Brain Growth and Change, 2. Struggling and Making Mistakes 3. Mindset, 4. Multiple Brain Pathways (visuals), 5. Speed is the enemy of flexible thinking, 6. Connections and Collaborate)

**Note:** Once you have uploaded or created your video response, please note in your assignment response box that you completed your assignment in [Padlet](#).

### Assignment #6: Why Greetings Matter

Open the Padlet to view the reading, writing, and video assignments.

<https://padlet.com/szrosman/y4qpe0g27slra9kv>

Read the articles:

- What Happens when we Greet Our Students
- Effects of Teacher Greeting on Students On Task Behavior

Watch the videos:

- One-Minute Greeting
- Adapting Morning Meeting Greeting for ELL Students

In your text, read pgs. 51-67 to understand the vital role that GREETINGS play in fostering positive and authentic relationships with our students. It also helps to foster a deep connection as a classroom community. Make sure to look at pages 68-83 that have many examples of Greetings to use!

After watching the videos and doing the readings and in your text and on the Padlet;

- Choose 10 Greetings you will use at the beginning of the year to start your class work in Morning Meeting and build that solid and vital structure in the morning.
- Make a list of the 10 greetings you will use (ideally in the order that you believe will work the best at the beginning of the year and grow throughout those first few weeks)
- List the materials you will need for each greeting.

### Assignment #7: Sharing

In your text, read pgs. 85 - 129 to dive deep into SHARING, the second component of Morning Meeting. Sharing allows the students to get to know each other, practice social-emotional competencies, teach thinking, listening, and speaking skills to strengthen language development, and provide the space to practice language in a structured environment. Pages 119-129 have many examples of different types of Sharing that can be experimented with in your classes.

After reading the chapter on sharing, choose one video linked below in the attachments on [Padlet](#) - <https://padlet.com/sarahzivrosman/sharing-assignment-7-gocfdntnsvqsq8v>

Create a brief video response on this link addressing the following:

- How you will structure the Sharing component of Morning Meeting at the beginning of the year.
- Discuss two sharing ideas from the end of the chapter that you want to integrate into the beginning of the year to build a base for sharing.
- Talk about something specific you learned/wondered/thought after watching one of the videos linked in the attachments below.
- Briefly respond to 2-3 other responses.

**Note:** Once you have uploaded or created your video response, please note in your assignment response box that you have completed your assignment on Padlet.

### Assignment #8: Listening

Allowing space to emerge where all students are invited to share who they are and bring their culture, and unique voice is critical in connecting to our students and keeping learning relevant and real for them. If we have a belief that all children have something important to say, then we must have a place where they can say it. And not always inside of the parameters of what we, the educators, have planned. This means that we must be ready to listen to them. It can be particularly challenging when we feel like there is no time, being stretched so thin, and there is an insurmountable mountain of work and curriculum that we have to teach. But, in truth, when we can hold space for this meeting to occur every day, we can deeply practice this listening and realize how sacred this time can be.

You are teaching students the job of being a listener and the skills involved in doing this. Remembering details, generating effective questions, and making empathic comments, brings to mind the work of German theorist Otto Scharmer called Theory U. In a nutshell, Theory U discusses how four different phases of listening/understanding exist. However, because many of us humans are so wrapped up in our own experiences, we get trapped in the first three levels. But to truly hear someone, you must be open to changing your own thoughts. If this happens, there is the potential to co-create or generate new ideas, thinking, and understandings. This last level is called generative listening.

Watch the TedTalk video and read/watch the introductory ideas and teaching on Theory U below:

- Zalka Gardner speaks on Listening Differently in her Ted Talk.  
<https://youtu.be/YtKqOVE6Vyo>

<https://www.youtube.com/embed/YtKqOVE6Vyo>

- Theory U.
  - Video <https://youtu.be/eLfXpRkVZaI>
  - Four Levels of Listening (Theory U) <https://www.awakin.org/v2/read/view.php?tid=2426&lang=English>
  - Theory U's future practice implications <https://trigger-project.eu/2019/10/17/sensing-the-future-with-the-theory-u-model/>

### Assignment #9: Group Activities

Open the [Padlet](#) to view the reading, writing, and video assignments.

<https://padlet.com/szrosman/9yco7a6zj60zc9gt>

Read the articles:

- Joy: A Subject Schools Lack
- 10 Powerful Community building Ideas

Watch the videos:

- Sparkle - 3rd Grade
- Toe to Toe - Kindergarten
- During Hybrid Covid

In your text, read pgs. 131-151. This chapter will help you understand the vital role that group activities play in creating joy and deepening positive and authentic relationships with our students and community. Make sure to look at pages 152-167; they have many examples of Activities to use!

After watching the videos and doing the readings in your text and on the [Padlet](#).

- Choose 10 Activities you will use at the beginning of the year to start your classes work in Morning Meeting and building that solid and vital structure in the morning.
- Make a list of the 10 Activities you will use (ideally in the order that you believe will work the best at the beginning of the year and grow throughout those first few weeks)
- List the materials you will need for each activity.

### Assignment #10: Morning Message

Read in your text, pgs. 169-189 to learn about the final component of Morning Meetings, the Morning Message. Look at pages 190-209, which show examples of Messages from Kindergarten to 8th grade. Morning message builds community through shared written information, develops and reinforces language arts, math, and other academic skills in a meaningful and interactive way, eases the transition into the rest of the day, and builds excitement.

Read the article: [Weekly Plan for Morning Messages](#)

<https://www.responsiveclassroom.org/weekly-plan-for-morning-messages/>

Make a weekly plan of your morning messages for the introduction week to the morning meetings.

### Assignment #11: Putting it all together: Restorative Justice

"In the end, our schools are a reflection of our values as a society: the schools we create mirror the society we create for ourselves. Within school, the relationships that develop between adults and children mirror the relationships adults have with one another. If adults feel respected, safe and supported, these values will be replicated in their relationships with children. Attending to the needs of adults and to the relationships among the adults is equally important to attending to relationships with and among children. Ultimately, the question of how to build a healthy school community opens the larger questions of how to build a healthy community within our society."

- Circle Forward: Building A Restorative School Community

Open the [FigJam Board](#) to view the reading, writing, and video assignments.

<https://www.figma.com/board/ljFc0qkK0Lr2lfmN6SsUA7/%2311-Putting-It-All-Together?node-id=0-1&t=nGq7v21OLX2GrJzT-0>

Read the articles:

- [Why We Can't Afford Whitewashed SEL](#) - Dena Simmons
- [Toolkit: The Foundations of Restorative Justice](#)

Watch the videos:

[Reality Pedagogy](#) - Christopher Emdin

[https://www.youtube.com/embed/2Y9tVf\\_8fqo](https://www.youtube.com/embed/2Y9tVf_8fqo)

Restorative Justice Circle (one: from elementary, middle, or high)

Read pages 211-213 in the Morning Meeting Book to reflect on how to put all the components together in hopes of creating liberatory classrooms!

After you have completed all steps on the [FigJam](#) record your final reflections on the FigJam - 2 min

Create a brief video response on this link addressing the following:

- How can Morning Meeting create spaces for authentic SEL learning, as Simmons discusses?
- How can Morning Meeting create space for "Reality Pedagogy?"
- How does Morning Meeting have the capacity to support Restorative Justice practices in the classroom?
- What are your final thoughts?
- Briefly respond to 2-3 other responses

**Note:** Once you have uploaded or created your video response, please note in your assignment response box that you have completed your assignment in FigJam.

## ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

### B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

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#### Assignment #12: Lesson Plan

In 400-500 words, describe in detail a lesson or series of activities you would do with students utilizing the 4 components of the Morning Meeting. Identify the main themes and the subjects focused on through the structure of Morning Meeting

- The link for the Lesson Plan. <https://www.hol.edu/about/lesson-template>
- What would you want students to come away with, and how would you evaluate your outcome?

#### Assignment #13: 3 Parts

Complete all three of the following activities:

##### Part A)

Journal for two (2) weeks trying out 3 different Greetings and 3 different Group Activities. Keep a daily journal for the entire two weeks, responding to reactions, involvement, and responses. Each of these Greetings and Activities should be linked to increased engagement for your students who are struggling. A bonus would be adding responses from the kids, drawings, notes about the research, and anything that will provide more documentation.

Include the Greetings and Activities and explain the reason for your choices

Keep daily documentation that includes student response, your own response, changes you might make, and overall effectiveness at the end of two weeks. **\*\*\*If you are not currently in a classroom or with students, please choose one of the options from Assignment #14 (B, C, D). You will choose two of these to complete for Assignment #14 but that will leave two to choose from. Thank you!**

AND

##### Part B)

Find five (5) new Group Activities and five (5) new Greetings that you will integrate into your class. Make an organized catalog with an outline of the Greeting, Activity, materials needed, and reflective notes for after a new activity is integrated so you can keep making them smoother. This should be a growing document that changes over time.

**AND**

**Part C)**

Collaborate with a colleague

Meet with a colleague, and share what you have learned about Morning Meetings.

Talk with your colleague about how you will integrate these practices this coming year.

Share three (3) concrete goals with them around what you hope to see as a result of this teaching.

Invite your colleague to introduce this practice as well and/or adapt their current meeting practices to invest deeper in different areas with you as partners

Post your response which should include parts of the conversations, a response to your learning experience, your comfort level in sharing, and your own goals moving forward.

**Assignment #14: (500 Level ONLY)**

**Complete Part A** and two (2) other options from B, C, or D.

Videos and readings are found in this Padlet link: <https://padlet.com/szrosman/9ad9oup543n3z7gw>

**Part A)**

**Wading in the River: Restorative Justice in Schools (Required)**

**Read:**

- Restorative Justice through Communication
- <https://www.edutopia.org/article/restorative-communication-classroom>

**Watch:**

- Restorative Justice Circle in Oakland, California.  
<https://youtu.be/oc23H6RxWRo>

<https://www.youtube.com/embed/oc23H6RxWRo>

- Julia Putnam- MLK Keynote UofM (Should start at 41:20-ending at 1:00)-  
<https://youtu.be/6CYVZKKxtqc?t=2480>

<https://www.youtube.com/embed/6CYVZKKxtqc>

In 500+ words or equivalent video response of 10 minutes, consider using the readings and the videos in your future teaching.

- How will you integrate Restorative Practices into your class and potentially your greater school community?
- What specific strategies or actions will you utilize?
- How will you keep yourself grounded and accountable for this type of work?

**AND/OR**

**Option B)**

Implications of Academic Integration in Morning Meeting

Using an academic unit of study previously taught in your classroom, design the Morning Meetings that could and would support this specific study. Using objectives and goals, design a week-long span of Morning Meetings that support and deepen academic learning. Get creative, still hold community building at the core, and incorporate specific academic targets that will enrich your overall unit.

- Write out the five (5) Morning meetings and add the context of the greater academic unit.
- Be specific with what you will be doing, why, and how it will be related - be clear about all four (4) components of Morning Meeting and how they will be integrated.
- Add three (3) specific community-building goals.
- Add three (3) specific academic goals.

Respond in a 250+ word response that explains your thinking, lists the lessons, and includes your Morning Meeting plans.

**AND/OR**

**Option C)**

Teach Kids with Visual Thinking Strategies (VTS) in Morning Meetings

Read and watch videos about the teaching strategy VTS. Think about how this could be utilized during Morning Meetings. How is this integrated into a deeper connection for students?



Read:

- Embracing Differences: Visual Thinking Strategies  
<https://www.embracingourdifferences.org/VTs>
- Colorin Colorado: VTS  
<https://www.colorincolorado.org/article/visual-thinking-strategies-improved-comprehension>

Watch:

- Visual Thinking Strategies  
<https://youtu.be/d-YVvNiAm6Q>  
<https://www.youtube.com/embed/d-YVvNiAm6Q>
- VTS: MFA School Partnerships  
<https://youtu.be/mKb4uuRAYmM>  
<https://www.youtube.com/embed/mKb4uuRAYmM>

Respond in a 250 - 500+ word response that talks about how Visual Thinking Strategies can be used to create a deeper sense of connection to self, classmates, and the world. How will you integrate VTS into your Morning Meetings?

**AND/OR**

**Option D)**

Your Choice

An assignment of your own choice with the instructor's prior approval.

**C. INTEGRATION PAPER**

Assignment #15: (Required for 400 and 500 Level)

**SELF REFLECTION & INTEGRATION PAPER**

**(Please do not write this paper until you've completed all of your other assignments)**

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

**INSTRUCTOR COMMENTS ON YOUR WORK:**

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

**QUALIFICATIONS FOR TEACHING THIS COURSE:**

Sarah Rosman, M.Ed., (she/her/ella) found herself in education after traveling through Argentina and Chile with a group of artists, putting on role-playing experiences for immersion language acquisition for all ages. After the experience of teaching in traditional Argentinian schools and non traditional experiential education, Sarah returned to the United States to study what rooted her philosophical beliefs and framework. She received her Master of Education from Lewis and Clark with a certification in ESL.

Sarah has been teaching for over 15 years primarily in Portland Public Schools, during that time she has also been a consultant, adjunct professor, researcher and student. Her work is anchored in true continual education and inspiration, which she has found through a growing community of educators and thought-leaders around the world. Currently, Sarah is consulting on issues surrounding race, justice, language, and education while her family lives between Portland, Oregon and Oaxaca, Mexico.

For more information on my courses, visit my website at [www.sarahrosman.com](http://www.sarahrosman.com).

**BIBLIOGRAPHY**

**CULTIVATE JOY & JUSTICE: Classroom Morning Meetings**

- Boynes - Watson, Carolyn. 2015. Circle Forward: Building a Restorative School Community: Institute for Restorative Initiatives,



- Cambridge, MA.
- Christensen, Linda. 2012. Rethinking Elementary Education: Rethinking Schools. Milwaukee, WI.
- Davis, Carol & Kriete, Roxann. 2014. The Morning Meeting Book K-8: Northwest Foundation of Children. Turner Falls, MA.
- Hammond, Zaretta. 2015. Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students. Corwin. Thousand Oaks, CA.
- Lasala, Teresa. 2012. Positive Discipline in the School and Classroom, A Teachers' Guide Of Activities for Students. Positive Discipline Association. NY, NY.

#### VIDEOS:

- Morning Meeting  
<https://learn.teachingchannel.com/video/classroom-morning-meeting>
- Attempting to Create Loving Spaces in Schools Spark Conversation with Jeff Andrade Duncan  
[What is the Purpose of Public School Education:](#)
- PBS Passport – POV – [American Revolutionary: The Evolution of Grace Lee Boggs](#)  
[American Revolutionary: The Evolution of Grace Lee Boggs](#)

#### ARTICLES:

- From Safe Spaces to Brave Spaces: A New Way to Frame Dialogue Around Diversity and Social Justice
- ?<https://www.gvsu.edu/cms4/asset/843249C9-B1E5-BD47-A25EDBC68363B726/from-safe-spaces-to-brave-spaces.pdf>
- How Black to Be: Moving back and forth between dialects and accents <https://www.economist.com/johnson/2013/04/10/how-black-to-be>
- Love as a practice of freedom
- <https://uucsj.org/wp-content/uploads/2016/05/bell-hooks-Love-as-the-Practice-of-Freedom.pdf>

#### MORE INFORMATION ON MORNING MEETINGS AND RESTORATIVE JUSTICE:

- Student Sharing: A strategy for culturally responsive teaching  
<https://www.responsiveclassroom.org/student-sharing-a-strategy-for-culturally-responsive-teaching/>
- Circle Forward Resources  
<https://circleforward.us/resources/>
- Responsive Classroom Resources  
<https://www.responsiveclassroom.org/educator-resources/>
- Restorative Justice Resources  
<https://restorativejustice.org/resources/>
- Social Justice Teaching Standards  
<https://www.learningforjustice.org/sites/default/files/2021-11/LFJ-2111-Social-Justice-Standards-Anti-bias-framework-November-2021-11172021.pdf>

#### WEBSITES

<https://www.learningforjustice.org>  
<https://www.peopleineducation.org/>  
<https://abolitionistteachingnetwork.org>