

# YOU ARE INVITED

## TO A FIVE-WEEK ENGAGEMENT BOOK STUDY

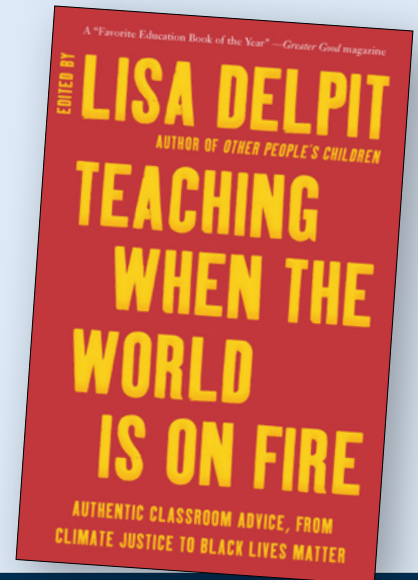
### Teaching When the World is on Fire

Edited by Lisa Delpit

Politics, war, racism, LGBTQ+ issues – there is no end to the hot topics that may come up in classrooms. In this era of aggressive and polarized politics, it may be challenging to address these difficult topics in class without fear of creating an unnecessary conflict for classroom teachers.

“Teaching When the World is on Fire” is a collection of essays from educators addressing the concerns we all share when attempting to balance addressing real world topics and the limitations of doing so with students.

Join us for a study of key essays from this text and frank conversations about this challenging topic during a challenging time.



Note: You will need to purchase your own book for this study.

### SCECHS ARE AVAILABLE

Participants who complete all Zoom meetings and all Google Classroom activities will earn 15 SCECH credits.

### VIRTUAL STUDY

Each week we will meet via Zoom to address the assigned readings, key topics raised and applications for our classrooms. There will be additional optional opportunities to engage via Google Classroom.

### REGISTRATION

Space is limited. Must be a member in good standing to participate. Reserve your spot as soon as possible. Register at:

[mobilize.us/s/jMyfw](https://mobilize.us/s/jMyfw)



	TOPIC/NOTES	READINGS
<b>Week 1</b> 9.17.24	Examining the purpose of education, truth telling, and academic freedom.	"I Shall Create! Teaching Toward Freedom" (p. 3) "Correct(ed): Confederate Public History" (p. 226)
<b>Week 2</b> 9.24.24	Addressing challenging topics — setting your classroom climate to ensure it is a safe space for difficult conversations.	"Yes, Race and Politics Belong in the Classroom: Ten Tips for Teachers on How to Engage Students in Difficult Conversations" (p. 33) "Standing Up Against Hate" (p. 26) "Teaching Politics in the Age of Trump" (p. 16) "Climate Science Meets a Stubborn Obstacle: Students" (p. 173)
<b>Week 3</b> 10.1.24	Protect the "innocence" of children — making difficult topics age and content appropriate.	"Don't Say Nothing" (p. 81) "Love for Syria" (p. 214)
<b>Week 4</b> 10.8.24	Creating an environment that works for ALL students.	"How Hurricane Harvey Altered My Perspective" (p. 51) "Nothing About Us, Without Us, Is for Us" (p. 166) "Why I Teach Diverse Literature" (p. 208) "Creating Inclusive Classrooms for Muslim Children" (p. 229)
<b>Week 5</b> 10.15.24	The role of advocacy for ourselves and our students.	"The Three Illusions: Teaching Children to be Change Makers" (p. 20) "How One Elementary School Sparked a Citywide Movement to Make Black Students' Lives Matter" (p. 95) "Sexual Harassment and the Collateral Beauty of Resistance" (p. 145) "Believe Me the First Time" (p. 155)

