

America to me *real talk*

EPISODE GUIDE 10

Collective Responsibility

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TOPIC

Collective Responsibility

In the final episode of *America to Me*, we witness the resilience of the students and teachers of Oak Park and River Forest High School (OPRFHS) in their quest to find agency, racial identity validation, and community. Their stories demonstrate that individual steps towards equity are important, but it takes everyone working together to create long-lasting, systemic change. Transformation is a collective action that requires intentional commitment and involvement to make the necessary systemic changes. No one can opt out.

Organizing a Group Discussion?
Be prepared! Before you start, read the Organizer Guide.



ANALYZE

- How much value does the school place on the achievement of students of color?
- What were the disparities between the two award assemblies and how did those disparities show and reinforce inequities for students of color?
- Where did you see the teachers taking co-ownership of their students of colors' success?

WHAT IS COLLECTIVE RESPONSIBILITY IN EDUCATION?

When teachers, administrators, staff, and members of the community work together systemically to ensure higher quality instruction in all classrooms and better results for all students.

REFLECT

- How do you take ownership in the spaces you are in to interrupt racism and inequity?
- In what ways do you see your community members engaging and disengaging from race discussions?
- What does strong leadership in the classroom and at the administrative level look like for white students and students of color?

ENGAGE

These can be group or individual activities. Encourage participants to share their findings with the whole group.

- Who Makes the Decisions?** [1 hour+]
It's critical for all institutions and communities to have people of color in decision-making roles, where everyone can collectively work together to address racial awareness, equity, and inclusion. Does a group like that exist in your school, institution, and/or community? If so, is there a role you could play within that group? If there isn't such a group, are there people of color you can support to create that group?

- Who Keeps the Data?** [1 hour+]
Data is a powerful tool, but sometimes data around racial inequities is not collected, available, or shared with the people who seek to create equity. What kinds of data would be useful in dismantling the systemic barriers that people of color face in your school, institution, and community? Who are the keepers of that data in your spaces? Is that data accessible to you? If not, who is it accessible to?

RACIAL AUTOBIOGRAPHY

After watching *America to Me*, describe your feelings, thoughts, strategies, and intended actions for achieving racial equity and achievement in schools and your community.

- **How has *America to Me* moved you to be a catalyst for change?**
- **How will you strategically move your classroom, institution, and/or community forward to have a better understanding and sense of urgency for change when it comes to racial equity and achievement?**

