Inclusion-Focused Prompts

Potential prompts for students	Strategies for use

1. Invite students to do a content-specific autobiography to share how they've learned and experienced being a learner in your class or classes like yours.
 	
   a. What is your earliest [content] memory? Who was with you in this memory? What makes this memory so memorable? What did others do to help you engage in this content?
 	
   b. What is learning [content] like for you in school? For example, is it easy, or hard? Why? Do you always like it or not like it? Why?
 	
   c. Who is usually in your classes with you? Are your classmates similar to you? In what ways? Different from you? In what ways? Be specific in your identification of yourself and others. (here we are looking for indications of ethnicity, race, gender, or linguistic or socioeconomic background or other cultural similarities or differences that are important to the students)
	Share these prompts with students to support them in sharing their learning experiences and journey with you.

d. Has your interest in [content] changed as you've continued in school? Why/why not? e. How is your [content] learning supported at home and in your community? Do you do any [content] activities outside of school (for example, in sports, hobbies, or games)? f. Do you have any suggestions for making this classroom a space where you are able to best learn? Modified from *The Impact of Identity in K-8 Mathematics: Rethinking Equity-Based Practices*.	
Add these prompts to a half sheet of paper so that each small group has the questions as a reference. 1. Define an inclusive classroom space. 2. Briefly describe what it means to belong in a classroom. 3. How might we continue to create a space where all students belong and feel included? Modified from the *Classroom Meeting Protocol*.	Consider beginning the conversations in small self-selected student groups. Students might be more able to share their real ideas with the student they are most comfortable with. Then, have small groups share their ideas out during a whole class conversation.
Write or share with a partner about a positive learning experience or community. 1. What about the community made it positive?	Once students describe aspects of their positive learning community, the teacher or a designated recorder writes the characteristics that are raised from partner groups on a board or poster.

2. What would you like to show up in this learning space? Modified from *Attributes of a Learning Community Protocol*.	Then, the class discusses must-haves and characteristics that the class can work toward.
To support students in thinking about what their peers might need, you could use the following prompts. 　1. How well do you know your classmates? teacher? 　2. How do you think you all relate as a class? 　3. Imagine a great day in this class. What are you doing? What are your peers doing? What is the teacher doing? What kinds of interactions are taking place? 　4. What's one thing that happens in your class that you think would support you and your peers experiencing what you imagined? Modified from *Creating a Learning Community Action Plan*.	A think-pair-share format is one way to launch this kind of discussion. Students ponder or write their response to the prompts, share their ideas to questions 3 and 4 with a partner, and then engage in a whole-class conversation about what they can build on to develop a more inclusive classroom space.
1. Describe your favorite teacher. 　2. Describe the teacher that taught you the best. 　3. Describe a classroom where you felt able to contribute your answers and your questions. 　4. How do you think teachers should handle students who are disruptive or mean to others? 　5. Fill in this sentence starter. "When I am feeling _____, I usually [act in this way/say this]. To support/help me when I am feeling this way, a teacher could_____." Modified from *The First ask, Then Listen: How to Get Your Students to Help You Teach Them Better. A Teachers Guide*.	Students can journal about these ideas and share these journal entries with the teacher to begin a dialogue.