**Imagining an Equity Team: What Does Great Look Like?**

**Goal: to build understanding and trust among Equity Team members**

**Materials: \*Equity Team organizer**

 **\*Three pieces of poster paper**

 **\*sample responses (for facilitator)**

**Directions:**

**1. Open (optional):** “We all know that this team was formed to take a good look at what can be done to create an equitable environment for all of our students. This is a unique experience for us; we are dealing with some complicated and personal issues. So, it’s a good idea if we talk about how we want our group to function.”

**2.** Pass out **Equity Team** organizer.

**3.** I’d like you to imagine what a great meeting **looks** like. If someone walked into one of our meetings, what would the person see?

Now what does it **sound** like? What would the person hear?

And what does it **feel** like?

Provide about **5 minutes** for members to complete the organizer independently.

4. On **poster paper**, record the thinking of members.

5. Keep the poster paper and make sure it is put up and re-introduced during future meetings.

**What do we want a great Equity Team to…**

|  |  |
| --- | --- |
|  | **look like?** |
| http://static.neatorama.com/images/2012-05/ear.jpg | **sound like?** |
|  | **feel like?** |

**What do we want a great Equity Team to… (DELT Responses)**

|  |  |
| --- | --- |
|  | **look like?*** **Variety of members: teachers, admin., assistants, Building service workers…when appropriate: parents and teachers**
* **Use of data**
* **Resources investigated**
* **Focused**
* **Face-to-face and online**
 |
| http://static.neatorama.com/images/2012-05/ear.jpg | **sound like?*** **Equal voice**
* **Respectful**
* **Focused**
* **Non-judgmental**
* **Passionate**
* **All voices are voices for students**
* **Local**
* **Voices carry beyond the meeting and into the building**
 |
|  | **feel like?*** **Safe**
* **Worthwhile**
* **Progress is possible and happening**
* **Lasting**
* **Portable**
* **Uncomfortable (and that’s ok.)**
* **Growing relationships**
* **Like we are concerned with helping kids**
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