

# Start with Yourself

## Reflection Prompts

1. What challenges have I faced teaching during the pandemic? What has surprised me? What are my fears going into this school year? What are my hopes?
2. Who am I? What factors make up my identity? What parts of my identity are visible and what parts are invisible? How is my identity shaped by group membership and privilege? What parts of my identity have the greatest impact on how I interact with my students?
3. What are my core beliefs about teaching and learning? What factors helped to shape these core beliefs? How might my core beliefs about teaching and learning influence what my students experience in my class? How do they shape how I want to show up for my students this year?

## Action Steps

- Read one or more of these educators' reflections: [How I Faced My Identity When Teaching the Reconstruction Era](#), [Teaching While Queer: One Teacher on Being Out in the Classroom](#), or [After Eric Garner: One School's Courageous Conversation](#). Then, using one of these personal essays as a model, write your own reflection in response to one or more of the prompts in the left-hand column.
- Create an [identity chart](#). Notice which identities grant you membership and privileges in certain groups with power, which ones deny you membership, and which ones shift depending on the context.
- Reflect on your core beliefs about teaching and learning in your journal, and then use the [Color, Image, Symbol](#) strategy to represent those beliefs.