

Title: Equity and My Circle of Control

Content Standard: Connect to specific Common Core College and Career Readiness anchor standards by grade level.

Prior Knowledge: Optionally connect to prior Habit 1 learning.

Learning Target: I can focus on my agency and Circle of Control when I encounter inequity.



10-20% OF LEARNING TIME. Engage students with the key lesson concept through their prior knowledge and experience. Ensure they have foundational knowledge they need to successfully “Investigate.”

- Briefly role play the following scenario: “Please raise your hand if you are wearing blue. Excellent! Blue is my favorite color! If you are wearing blue, you will have the opportunity to stay longer at lunch*.”
(*Replace with a more desirable reward as needed for your class.)
The end in mind of this experiment is to unfairly favor one group over another based on a seemingly random rule that is out of their control and not linked to their physical, mental, or emotional attributes.
- Invite students to explore the following questions with a partner:
 - How do you feel if you are wearing blue?
 - How do you feel if you are not wearing blue?
 - Do you think it was fair to split the class by the color you happen to be wearing today? Why or why not?



40-50% OF LEARNING TIME. Release students to discover key lesson skills, words, action, and concepts. Set up learning with a clear learning product, resources needed, and time for completion.

- Divide students into groups of no more than four.
- Invite students to explore equity, discrimination, and their Circle of Control using a physical or digital copy of the [Equity and My Circle of Control](#) resource.
- Circulate among groups to support and extend thinking as needed.



40-50% OF LEARNING TIME. Use questions to structure the discussion so students can share their thinking during “Investigate,” learn from mistakes, and learn from each other.

- Invite students to circle up, and ask:
 - What was powerful for you about this experience?
 - What happens when we focus on the things that we have no control over?
 - What happens when we focus on the things that we can control?
 - How can practicing Habit 1 create equity?
 - What is the connection between Habit 1 and fighting discrimination?