



GIVE OUT LOUD: FIRST MOMENTS EPISODE 2, PART 1

WELCOME TO GIVE OUT LOUD!

Sofiya (00:01)

Welcome to GIVE Out Loud, the podcast that shares the journeys of arts educators using the GIVE Guide to apply inclusive practices in the classroom. I am your host, Sofiya Cheyenne Brown, a multidisciplinary performance artist, teaching artist, and disability advocate and consultant. One in four people have a disability. And people with disabilities are the largest minority in the world.

Sofiya (00:27)

We have all intersected with disability in some way, whether personally or by knowing someone else. As educators, we must acknowledge and consider this population that is ever present in our classrooms. GIVE, or Growing Inclusivity for Vibrant Engagement, is a free arts educators' guide for inclusion and accessibility in learning spaces. You can find the GIVE guide at teachwithgive.org. Join me.

Sofiya (00:57)

As I meet with different New York City-based professional teaching artists and hear how inclusion plays an integral role in their teaching practice and learn how they're putting the GIVE guide into action. Come on, join me. It's gonna be fun!

Sofiya (01:19)

Remember Arielle? She is the teaching artist that works with me at the New Victory Theater. We have also worked parallel in spaces of access and disability inclusion for years. So in this episode, the main moment we are addressing is that first day. How do you enter a classroom? How can the GIVE guide give us some ideas and a framework to be ready to step into the classroom? Why does this moment matter?



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Sofiya (01:46)

Why is it important to really break down what it means to enter someone's space? Right? Do I take charge? Do I let the students take the lead? What are the challenges of that introductory moment and how can I measure success? So when I'm speaking with Arielle, we get into the heart of GIVE, what is GIVE, why do we use it, and how can it help us for this first day? Let's listen.

Sofiya (02:18)

Hello, Arielle. Welcome. And it's just so exciting to share space with you. I can't wait to chat with you and hear all the things you have going on and and talk about GIVE and what is GIVE? And why do we use it?

Arielle (02:34)

Thanks for having me. I'm so happy to be here with you as well. The feeling's very mutual.

Sofiya (02:40)

I'd like to ask you as you're going to whatever residency you're thinking about for for your work and and and sharing on this episode, how do you enter a new classroom? I always think about first impressions and they're so important. And especially as a teaching artist, where often you have a limited amount of time, you probably haven't met anybody or talked much in the planning phase, which is super important. And I mean, I still get serious butterflies on my first day.

Sofiya (03:10)

Like really, I do. I get sick to my stomach. And I'm like that for a lot of things, like, but definitely teaching. And I think it's because a lot of my beginning experiences were rough and I had to get a tough skin. I've dealt with I did a lot of high school age in the at the beginning of my teaching artist career and it was rough, you know, it was rough on certain days, depending on how much respect and ability for open mindedness was in the room.

Sofiya (03:40)

But anyway, I digress. You know, how do we enter a new classroom and why are first impressions so important? And why or how as you, like for me as a TA, I go in and I try to think of like a lot of these three things. And this is what I've learned in my work, which is



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Arielle (03:58)

Yes. Break it down. I want to hear the three.

Sofiya (04:00)

Let's break it down. So number one is like I am always trying to come in like trauma-informed awareness and practice. And I mean, what that means to me is that I'm I'm understanding that a student could be coming in with a load or something that I might not understand or that I'm going to try and understand, you know, in our time together. So like coming in trauma informed, not making assumptions about your students, because I don't want them to do that for me. Right.

Sofiya (04:29)

And to meet them where they're at, like to just meet them where they're at. And those are like my top three things that I always go into the classroom with. And and a lot of it is I think because of my lived experience coming in as a person with dwarfism and having to prove myself to my students and to the classroom teacher to say, like, I belong here and I have a lot to offer. You know, I have a lot to offer here.

Sofiya (04:51)

And something that's really important to me in that beginning time and how I enter a classroom is like groundwork of respect because of my short stature and like like young people don't know what they don't know. Anyone doesn't know what they don't know, really. Grown-ups and young people. But you don't know what you don't know. And so it's important for me to like answer the questions they have, but to make sure like this is a respectfully curious space.

Sofiya (05:21)

And so that's like how I enter the classroom with that sort of those top three things and and trying to demand the room and demand respect in a way, but in the most gentle and loving way because I only work with love at the forefront with everything I do. So yeah, I mean, how do you enter a classroom and and has GIVE offered anything there for you in your experience with like how you're entering a classroom? And and maybe even what you're thinking about the classrooms you're going into this season?



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Arielle (05:48)

Yeah, I just like yes and to everything you said. And I also just want to say I think you can even feel it. Like I can feel it in your voice on this podcast when like that is the only texture and feeling and tone that we have that like you do enter spaces with love. And therefore, like that's it. That's like the fundamental. Because then, yes, like demanding respect, of course you demand respect, but that has such a different feeling than what we're so used to in terms of like quote unquote demanding respect, where things are placed onto students in really authoritarian ways. And I think like that coupling of those two things that you just described are I just think that's so important. And the articulation of that is really incredible to me. So thank you for sharing that.

Sofiya (06:41)

Thank you.

Arielle (06:42)

I I want to talk a little bit more about not making assumptions because to me, I think that is also what I lead with is just continuing to not make assumptions. And that's both not making assumptions based on information I may already know about the students from pre-meetings or things that I've been told about them by other people already, or just not making assumptions based on like what's right in front of me quickly, reactively, as I'm getting to know them and really giving myself and the students that time and grace for us to get know one another.

Arielle (07:16)

And something that I think about with this is it just a dynamic that I think particularly early on in teach my teaching artistry like time and I would get really frustrated that there was information about students that I didn't know going in. That I knew that there were things like IEPs and lots of things that people were working on with and around students that existed that I didn't have access to.

Arielle (07:40)

And that used to be like a point of tension and frustration for me because I felt like it was maybe a some sort of like disservice because we would, you know, just have to pedal a lot more. But I actually, as we think about this idea of like not making assumptions, I think I like want I think I



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flip that now. I'm like, I think it's really liberating and really freeing for me for the students to like not have and be sort of fixed in any concept of who they are, how they operate, what they can do, what they can't do, and to be able to come in on the first day and really be able to meet them from them, like that is a gift.

Arielle (08:21)

I think that's really freeing. And that's not to say that the information that teachers or administrators have and hold isn't valuable because it absolutely is. And yet I think it's important to like take that and then really think intentionally about like, okay, how am I going to craft an opening moment with like a lot of care and intention. So that I can introduce myself and make sure I'm taking out some of the unknowns and how I'm creating a pathway to get to know my students again from from them.

Sofiya (08:54)

Yes. Thank you for sharing that. I love it. I I totally agree. And I just wanted to quickly say that I I still grapple with that. Like I I really want that information. What that's in the IEPs or what's what's just a something that's familiar to that student that will help me make a connection. And it is so it is freeing. It is important to be able to feel that way and to be flexible with this community regardless of whether you have information or not, like no matter what, right?

Sofiya (09:27)

The flexibility and the ability to to be fluid and have what you know, disability justice principles say, like collective access and interdependence. These are the things that disabled people need that we all need, everybody. And and when we're able to come in without assumptions, we can we can achieve that easier. It's not easy, but we can achieve it easier.

Arielle (09:51)

Yes. And I think what you're you're also getting at, and it kind of ties back to something we were talking about early with like our access check in. If we go into a space and we do know folks' access needs and we can start from a place of that knowledge, like that is really helpful. And also sometimes those sometimes students don't know their own access needs. And so like we can also be part of if that's a system that doesn't exist in their school yet, or if it does, but someone else has decided what they need for them.



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Sofiya (10:20)
Which often happens.

Arielle (10:21)
Right. It's a space to like crack open bringing that that in. And I will also say just like in in when it comes to access needs and access checks, like I think we're so used to in sort of an educator land of like, what are your access needs? And knowing what that means and being able to respond to that. But like if I come into a lot of other spaces, whether it's with young people or not, but especially with young people, they're like, what does that mean? And

Sofiya (10:50)
Oh my gosh. Yes.

Arielle (10:51)
I like sometimes like choice boards with visuals that have like here's some options of things you might need. Like to you, do any of these look like something you might want right now? As just a way to start figuring that out. And I think too with access checks, it's it's part of it is going back to like the interdependence concept of like we all need each other, we all need need support, is just access checks being a way to normalize asking for help and to have that be something that is part of just what we do and we all check in with each other and we see where we are in our days.

Arielle (11:28)
And so whether it's called a formalized access check or not, I think having some dialogue and way to check in about like what does somebody what does somebody need? Which when we're thinking about like how do we walk into a space?

Arielle (11:41)
How do we begin and doing that in a way that meets people to your other point, like where they are and they're learning, whether that's about themselves or you know, disability and access practices. So that's something that I'm thinking about. And I guess too, to just say, like, we've



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kind of talked about how beginnings can be challenging, but to contextualize, like, I think that we're guests in a space.

Arielle (12:05)

We are walking into a pre-existing culture and we are really unfamiliar and we're also bringing in work and terms that we're really used to, but might be totally new to the students that we work with. And sometimes I think we like really gloss that over and just are like, yes, we're starting from a point of knowledge. And so I know for a lot of the students that I work with, like beginnings might be really tough or scary or and that can be because of trauma or anxiety. Like I had mentioned I work a lot with autistic students who have a lot of difficulty with disruption to routines. So I think like the biggest thing is taking time.

Sofiya (12:47)

Time. I was gonna say we need to slow down.

Arielle (12:52)

As I try to slow my speech

Sofiya (12:55)

It's true so true.

Arielle (12:58)

Period. Just taking time.

Sofiya (13:00)

Take, you, take time, period. Tell me more what you mean by that or tell me like a success of that or a challenge of that in your experience, you know.

Arielle (13:10)

I mean, I think that this is a really good example of like what's one of the barriers. Like the barrier is that we're working within a system that has this like engine that is like so fast where we don't have a lot of time. And yet, like in order to ease that lack of familiarity, like we need time to



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introduce ourselves. We need time to check in with people, establishing who we are, what we're gonna do today. So concretely, I think what some of those can look like with introductions is.

Arielle (13:39)

You know, beyond just sharing a name, I'm gonna lift something that one of our fellow incredible, stellar teaching artists, Kristian Sorensen, taught me like a routine, is that teaching artists can walk into a space and every single time they meet with these students, whether that's once in a workshop or multiple times in a residency, like they can ask the teaching artist three questions. And of course, there can be kind of guideposts around that to make sure that is with love and respect.

Arielle (14:05)

But it's a way for us to have a routine and a way to continue to become familiar to them over time and not just once. And as people, as like whole people, which is who we are. We're not just, you know, where they're so we're we're dimensional and they're dimensional. And so being able to like open up ways for us to get to know the different dimensions of each other, I think is really valuable.

Arielle (14:34)

And I think like when we talk about like how how are we to me like slowing down is it's kind of one of the biggest disruptions. Like when we're thinking about like, okay, how do I walk into a classroom through an anti-ableist lens? It's like that is a radical and necessary disruption in and of itself by being like demanding to slow down. And it's also a really hard challenge because we also like have bells and we have goals at the top of our lesson plans and we have all of these things. And so...

Sofiya (15:06)

There's ev like every classroom teacher I know is like, I hate the bell. I hate the bell. The bell is just because it's true, it's it's so jarring and stops and you can't slow down. It's hard. It's hard to slow down.

Arielle (15:19)



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The bell and it's but it's like that's what we're working within. And so I think when it comes down to it, like that becomes the real okay, okay, like what is this? I'm talking a lot in theory and also like what does that look and feel like in practice?

Sofiya (15:33)

Yeah, tell me about the residency that you're starting and like what kind of practices do you do when you go into a space for the first time?

Arielle (15:41)

Yes. So I'm about to start this residency in one week. And I'm my co-TA and I are going to be working with a school of we're gonna be working with students, middle schoolers and also high schoolers, all neurodivergent students. And we're doing a 10-week residency together. And we've had some chance to talk to the teacher.

Arielle (16:05)

We got a little bit of a picture of them and some of their support needs and some of the teachers' goals, but I think one thing I'm really gonna look at is like, okay, I want to come in with this goal of getting to know them through them. I wanna come in with this goal of slowing down. And then I think to me, I'm like, okay, but also practically speaking, like, how am I going to do that? and I think like I'm gonna be really curious to reflect on how that actually went when met with the real constraints of like the time that we have. And to be able to report back about that.

Sofiya (16:43)

Whatever you report back will be great, I'm sure. Don't worry.

Arielle (16:47)

But I can sort of share like what some of the things that my my co-TA and I are are have already talked about and are thinking about. And I wanna lift a resource that's in the GIVE guide because that is

Sofiya (17:03)

Yes, please.



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Arielle (17:04)

the living, breathing thing that has all of these tools and all of these resources that we can tap into. And so I'm gonna lift one right now. It's called the ***Checklist: Planning and Facilitating an Inclusive Lesson.***

Sofiya (17:22)

Yes. Good good resource here.

Arielle (17:25)

I would say when it comes to sort of the tactical of like, okay, so what are the boots on the ground? Like, I'm going in tomorrow. What should I be thinking about? To me, this resource is really, really valuable in terms of the concrete. And you and I have been talking a lot in sort of the space of the like.

Arielle (17:49)

the values, the like the things, the framework that underpins GIVE and the why behind it. And we never want to lose that. And also I think one thing that GIVE does really well is that it also provides some really, really concrete tactical things that can help us if we're going in tomorrow. So I'm looking towards this resource, which really has a list of questions to ask oneself.

Sofiya (18:14)

Yeah, let me like like this first question is, is my lesson planned with universal design for learning in mind? And then every question, there's a bunch of different questions, and you press a drop down menu and it's going to connect you to all these other resources in the guide.

Arielle (18:31)

Yes, So this is why I think it's such a great one to lift for this episode because to me, it's almost like this little like chapter guide or glossary. It's like a

Sofiya (18:42)

It's a chapter guide, yeah..



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Arielle (18:43)

I'm like I think glossaries come at the end, but you know what I mean. It's a really great way to sort of clear table of content.

Sofiya (18:48)

Table of contents. That's the beginning, right?

Arielle (18:53)

Yes. Thank you. That is what it is. Thank you for finding that. It is to it feels almost like the table of contents to GIVE from like the

Sofiya (19:02)

I like that.

Arielle (19:04)

concrete, like how do I do this work? And I will say that something about this that's that I find really valuable is like I've been doing this work for close to 20 years. And also there might be teaching artists listening to this podcast for the first time, who are in their first year of teaching.

Arielle (19:25)

And it doesn't matter where you are, like in that journey, in that that point in your career, like to me, I will come and use this resource when I am planning my lesson plan today for next week, as someone who feels like I do this work and I breathe this work multiple times a week, but I'm still going back to this resource. And I think what I also like about it, and I will sort of say I bristle a bit at the like title of it called the checklist because

Sofiya (19:55)

Tell me, tell me what you mean by that.

Arielle (19:58)

Okay. So, and I think this is one of the beautiful things about GIVE is that like it is an open, living, breathing, evolving thing that we are constantly being asked to like look at and examine and to ask questions around. And one of the things that I notice about this title is that it feels like



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a checklist. And to me, access practices are it's a practice, it's a process. It is always living. It is not something to check off.

Sofiya (20:27)

And many disabled people, you know, I mean always have felt and still do today that like checklists like we're always just checking a box, right? When we're talking about this community or when we're including them or when we're thinking about them. And so, yes, like checklist is loaded. However, from a teacher, planner, brain tri like when you think about it, like in the planning way, it makes sense to call the resource that, but it is one of th those things where like, yeah, that language can definitely hit someone differently. Right?

Arielle (20:58)

And don't think that's really what it is. Like I think that that's what it's called.

Sofiya (21:03)

So what is it?

Arielle (21:04)

I think it's a self-reflective tool. It's a series of questions that you're asking yourself about your practice. And then it does link out to things. But to me,

Sofiya (21:12)

Absolutely.

Arielle (21:13)

Yes, words really matter. And also there's a resource in this checklist that talks about language that I highly recommend. But I think what I love

Sofiya (21:23)

Every resource in this resource we highly recommend.

Arielle (21:26)



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Exactly. Yes. All super endorsed, bold, underlined, caps lock, go to all of them. but I think that it just asks some really important questions. And when I think about a beginning, it's like when I have maybe some information or maybe no information, like where do I start? It's what I start with myself. Like I start with like, what do I have? What do I know? What can I bring? And this feels like a really good starting place for that.

Sofiya (21:54)

Yeah, is there another question in in this list of questions that you wanna uplift? I mean, th you can really start anywhere on this list, which is your point. But are there any other qu I mean, all of these are so important to me, I'm just curious. I kind of highlighted the Universal Design question, but are there other questions in here that you'd wanna highlight?

Arielle (22:14)

Yes. Aside from all of them. Yeah.

Sofiya (22:19)

Give me your top two. I know it's hard. I get it. I do.

Arielle (22:23)

Do think the question around *have I intentionally grounded my teaching practices in intersectional anti-ableist approaches?* which is one of the questions that I just read directly from the resource, is

Sofiya (22:39)

I knew you were going to say that...

Arielle (22:42)

It wasn't a leading question at all.

Sofiya (22:44)

No, it was a leading question. No, I knew you were gonna say that because you have you've mentioned that, you know, just bef prior to us actually going into the GIVE guide and and looking at this particular resource, like you've mentioned that that's important to you. So I figured that



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might be the question. And I just wanna uplift a resource that's within that those that resource because all of these are hyperlinked and so it's very easy to navigate, you know, as you're perusing through this that each of the questions have hyperlinks under them.

Sofiya (23:17)

And one of the hyperlinks is one of my favorite resources that I believe is the heart of the GIVE Guide and is the chorus of core values of the GIVE Guide, which is ***Creating Anti-Ableist and Stigma-Free Classrooms***. Just gonna say it one more time. *Creating Anti-Ableist and Stigma-Free Classrooms*. And this resource has changed a lot in a beautiful way.

Sofiya (23:43)

Becoming much more grounded in understanding disabled perspectives and different people with disabilities perspectives in language and stigma. But I remember the first time I read this and I was like, holy cow, this is this is beautiful. This is this is the heart. This is the core value. This is why this exists. And I just had never seen anything like it.

Sofiya (24:09)

And one of those things is like back to the *WHY*, you know, why does this matter? And why do we need GIVE and why are these resources important? Because they're authentic. You know, they are. They're authentic and we know that ableism and stigma still exists in the classroom. So these are just questions that are making you self-reflect as a teaching artist and as an educator in the classroom.

Sofiya (24:36)

And one of my favorite parts of this resource is the *Seven Rights to the Body*, which is just you can, you know, as a facilitator, you can facilitate it any way you want. I've done it many different ways. I like to do it as a call and response sort of thing where you start the first half of the sentence and then you have, you know, you split the group in two and the other group says the second half of the sentence. And it's just connecting to our bodies, right?

Sofiya (25:03)

But but the idea is that we're trying to create spaces for all learners, liberating learning environments that empower everyone to be an advocate. Everyone, whether you have a



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disability or not. And that's where the teachers come in. And and again, I mean, it's worth saying people with disabilities are the largest minority in the world, in this country, in across the world. We are one in four people have a disability.

Sofiya (25:29)

And the community of disabled people, you know, are very strong and there's folks that are born with disabilities and there's folks that acquire disabilities and the the reality is you will probably acquire a disability at some point in your life. And so this is this is this is about all of us. But when we talk about the GIVE guide and we talk about education and young people, you know, we have a responsibility to them, especially to these people with disabilities and students with disabilities that are trapped in a system with

Sofiya (25:59)

That are, you know, the IEP is the Bible, and they're only seen as a diagnosis, you know, and not a person. And so this anti-ableist and stigma-free classroom resource is my favorite and I believe personally is the heart of the GIVE Guide. And so it's it's the best. And definitely take a look at it if you have not. or if you have no clue what we're talking about. It's just, it's literally such a good place to start. It's so approachable.

Sofiya (26:28)

And there's lots of different things about communication and language as well, which is which is useful, you know, to any leader in a space, especially in front of young people. So let's go back to your residency really quick, because I know you're gonna go out in the field and you're gonna tell us how it went, but like what are you taking with you from these resources that we just sort of reflected on very briefly? Because we could go with there could be like an episode per resource, okay? Especially that one that I just mentioned.

Sofiya (26:58)

Are you what are you taking with you? What's the challenge you're thinking about entering a new classroom? And what what's like one or two things you're taking with you, maybe? And then you can tell us about it when you come back.

Arielle (27:10)



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Yes, I am going to answer that. And I also just want to

Sofiya (27:14)
Okay.

Arielle (27:15)
rewind for a second. Because as I was listening to you talk about particularly when we were giving some more, when you were giving some more context about like the statistics here and how present disability is, whether we know it or not and whether folks are disclosing it or not in our spaces, is that I think, and we've been doing this a lot in our conversation, we've been talking about disability in relationship to our students, which makes sense because that's the framework of this resource.

Arielle (27:45)
And also like we are likely interfacing and interacting with disabled co-teaching artists and other educators and classroom teachers. We don't necessarily interact very much with parents, but sometimes maybe parents are caregivers. And so I think that it's thinking also really about the whole ecosystem too in that classroom and in that school culture because that's what's these are all of the people that make up the community. And so I I just wanted to have a moment to be like, yes, I'm thinking a lot and mostly about students. And when we we really start to to dig into the presence of disability in a school space that it there's a there's also more to to consider there.

Sofiya (28:33)
Absolutely, absolutely. Yeah.

Arielle (28:36)
I I think the reason that I like this resource so much is I am not someone who currently has a disability. I think a lot about my position as a non-disabled person in access work, and particularly when I'm in a in a space of students with disabilities. And this is the resource that I come back to every single time. And I come back to it as a place for me to sort of interrogate my own biases and my own relationship to disability.



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Arielle (29:05)

But I also come back to it as a form of advocacy for other people that I'm working with. So like when I'm going into my classroom next week, like I'm gonna make sure that I lift this as something for my co-teaching artists because part of it and part of thinking about that positionality is like, okay, like how am I entering in front of my students, but also how am I spreading this? Like, where are my opportunities to bring this kind of thinking and approach and practice with my co-teaching artists? And how can we be accountable to each other and help each other grow?

Arielle (29:36)

If we're coming at this from sort of a values perspective from the same place, like how can we be accountable to each other in terms of how we are both doing this throughout our time together? And how is how is this sort of coming to it through an anti-ableist lens showing up in our in our our our lesson planning and our practices? So, I think number one, like I going into Thursday...

Sofiya (29:59)

I love that.

Arielle (30:02)

I'm gonna, I'm bringing it. I gonna read it again. I'm gonna, even if I've read it 20 times, like I'm gonna find something new and I'm gonna put it in my pocket or I'm gonna read something I've read however many times before and I'm gonna see it in a new light. And I'm also going to bring that to the other people I'm working with.

Sofiya (30:18)

I love that. I love that. Like, yeah, share it, right? Sharing the knowledge too. I mean, you're an advocate. You already know a lot of this. It's always good to be reminded. But why not? Right? Bring it in with your co-teacher and say, this is something we we should be talking about as we enter the space with this community. I love that. I also this resource I I was just scrolling again and I forget because it's so full of so many things.

Sofiya (30:42)



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But it's also got some great shout outs to artists with disabilities that are doing good work, you know, and and changing the conversation around stigma, not particularly in education, but in disability culture, right? And like like you came back with school place culture and I and I really agree with that so much. And that's why I'm I've been super excited to see the GIVE work that happens like beyond this podcast.

Sofiya (31:12)

We have been able to bring this to all sorts of teachers and administrators and superintendents. But like more, we need more. We need to show it to everybody. Share the wealth of knowledge that's in this website. Cool. So I love that. So step one is you're going to reread this resource and bring it to your co-teacher so that the two of you kind of have like, a shared language and a shared understanding of where to start, right? Where to begin for your residency. And you said the residency is ten weeks.

Arielle (31:47)

It's ten weeks. Yes.

Sofiya (31:49)

Ten weeks and it's with it's with neurodivergent students? Perhaps

Arielle (31:51)

Correct.

Sofiya (

Or a group of them. Okay, cool. Yes. That's in that's great. I mean, good luck with the planning.

Arielle (31:59)

Thank you.

Sofiya (32:01)

You know. Yeah. mean we we have a lot more to talk about. I can't wait to hear about your experience. And how the GIVE Guide is helping you in the work and just to hear about your students too and and what they're bringing to you, what learning use you're getting from them.



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So yeah, I can't wait to see you next time. And thank you so much for sharing all of your wealth of knowledge and who you are, Arielle. It's been a pleasure.

Arielle (32:28)

Thanks Sofiya. I will report back. And same. It's just been great to be in conversation with you. I love being in your presence.

Sofiya (32:38)

I could literally talk all day.

Sofiya (32:42)

Thank you so much, really. It's it's it's a joy, it's a joy to talk to you.

Arielle (32:47)

Feeling's mutual.

Sofiya (32:53)

In this episode, Arielle and I talked about the following resources:

- Checklist, Planning and Facilitating an Inclusive Lesson, and
- Anti-Abelist and Stigma-Free Classrooms.

Be sure to check out these resources on teachwithgive.org. And for today, here's your homework. Your self-reflection question from the GIVE Guide is:

- What language practices dignify these communities?

Sofiya (33:20)

Go ahead, take some pencil to paper, give it a try. What language practices dignify these communities?

Sofiya (33:30)

Thank you for listening to GIVE Out Loud. To learn more about the GIVE Guide, visit teachwithgive.org. Want professional learning? Our GIVE trainers are at the ready. Click the **Work With Us** link on our website.



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Sofiya (33:43)

The GIVE Out Loud Podcast would like to thank our co-hosts and GIVE trainers, Arielle Lever, Andrew Strano, and Jashua Sa-Ra.

Sofiya (33:52)

The GIVE Guide was co-created and continues to evolve through the partnership of three New York City-based organizations: New Victory Theater, ArtsConnection and Community-Word Project.

Sofiya (34:02)

This podcast was produced by the GIVE Partnership Team with special thanks to the creative producing team, Jonathan Zautner, Courtney J. Boddie, Carolyn Charpie Fagan, and me, your host, Sofiya Cheyenne Brown.

Sofiya (34:17)

GIVE was made possible by generous launch funding from the New York Community Trust. Continued support is made possible by the nonprofit partner organizations.

Sofiya (34:26)

We love being in community with practitioners like you who aim to grow inclusive practices in arts and education. Help our community grow and share teachwithgive.org with your colleagues and beyond.

When we GIVE Out Loud, we give back.



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