

## Tanenbaum's Six Behavioral Learning Outcomes

### Students will be able to –

- 1. Explain** that diversity (including religious diversity) is a commonplace feature of communities, both large and small, throughout their society.
  - Students recognize the religious and cultural diversity within their own community and appreciate the contributions different religious and non-religious groups have made to it as a foundation for respecting all forms of diversity.
  - Students can explain that socially just communities acknowledge, respect, and value the ways people are different. This includes religious difference.
- 2. Share self-knowledge** about their personal beliefs.
  - Students are able to recognize their own patterns of thought, see how their life experiences contribute to their thinking, and critically examine their own prejudices and beliefs.
  - Students are able to link their feelings, values, and ideas.
  - Students gain the ability to question the hidden assumptions behind their worldviews and find areas where they can learn from others.
- 3. Demonstrate skills** of active listening, respectful questioning, and showing concern for the feelings of others.
  - Students practice active listening and paraphrase what they have heard to clarify that they understand what speakers said and intended.
  - Students learn to raise questions with respect.
  - Students actively participate in classroom activities.
  - Students use these life skills, which are essential for social awareness and responsible decision-making in a diverse society.
- 4. Examine and discuss differences** among people with open-minded respect and regard for the dignity of others.
  - Students learn from each other when they recognize and value their peers' strengths and the importance of understanding each other's points of view. As students channel their innate curiosity into respectful questioning about the thoughts, feelings, and experiences of others, they learn to value their classmates' identities.
  - Practicing respectful curiosity and open-mindedness allows students to examine and discuss each other's beliefs and life experiences within a social justice framework and build an inclusive community that recognizes the dignity of all.

5. **Take the perspective of others** as they examine identity from multiple points of view, recognizing and challenging harmful stereotypes and unjust norms, recognizing others' strengths, and developing positive relationships.
  - It is important for students to be able to recognize points of view that embody stereotypes or are prejudicial to others.
  - Students should know how and why stereotypes develop.
  - With practice, students demonstrate they are willing and able to challenge or debunk religious stereotypes and prejudicial assumptions when they hear them.
  
6. **Demonstrate empathy and compassion** for others with different religious and non-religious beliefs and recognize that religious differences are commonplace in their own families, neighborhoods, classrooms, schools, and extended communities.
  - Each individual has multiple social identities such as gender, race, ethnicity, national origin, and socio-economic status. Each of us also has a religious or non-religious identity. When students understand the complexity of each other's life experience and community histories, they learn to step into each other's shoes and examine issues from multiple perspectives.
  - Students learn to examine their prejudices and biases and challenge their reactions of confusion or aversion when they encounter unfamiliar identities and ways of life. Instead, they seek to understand the reasons people think and act the way they do.
  - Students recognize that difference is not something to be feared, avoided, or abolished. They learn to value and appreciate the wealth of diversity we all bring to the world.

These six goals are derived from Wiggins & McTighe (2005), *Understanding by Design*, 2nd edition. They have been adapted to apply to the subject of student learning about diversity in general and religious differences in particular.