<table>
<thead>
<tr>
<th>Domain</th>
<th>Reflective questions for science educators</th>
<th>General actions to support the domain</th>
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| Identity | • How does your identity affect your view of a scientific issue?  
• How can I design a lesson to assist students to see an identity group outside their own?  
• How can I portray scientists as multidimensional? | • Create a personal identity map.  
• Reflect on the identities you feel most connected to or judged by.  
• Examine the identities of professional scientists. |
| Diversity | • How can I use student identity maps to develop recognition of the diversity within the classroom?  
• How can I present a range of perspectives on a particular scientific issue?  
• How can I encourage students to consider perspectives other than their own? | • Venn diagram for comparing and contrasting various perspectives/cultural beliefs about problem/issue. The exemplar focused on disease transmission via social interaction.  
• Role-play various perspectives within a real-world scientific debate.  
• Invite guest speakers into the classroom who represent a diverse group of STEM professionals. |
| Justice | • How can scientific discourse be more inclusive?  
• How can I encourage students to ask questions about how people of different backgrounds are influenced by socioscientific issues?  
• What are the implications of portraying science as objective? | • Use the See, Think, Wonder thinking routine in the analysis of graphics that reveal inequities to fuel classroom conversations. [The exemplar focused on COVID cases in areas with varying socioeconomic and racial profiles.]  
• Examine current/historical events where science has put an identity group at risk. |
| Action | • How can students be placed in the role of agents of change?  
• What actions can be taken to help students identify issues in the community to be addressed?  
• What networks are available in assisting my students in collective action? | • Engage youth in identifying both problems and solutions within the community.  
• Identify issues within the curriculum that may allow students to take action.  
• Assist students in finding stakeholders within the community to help them enact change. |

*Note.* The reflective questions and actions shown here were the result of collegial conversations to consider what a sociotransformative approach to science teaching and learning looks like. Learning for Justice anchor standards and NGSS domains were used as conversation starters.