

Interrupting Racism: Ignite Change for Equity and Inclusion

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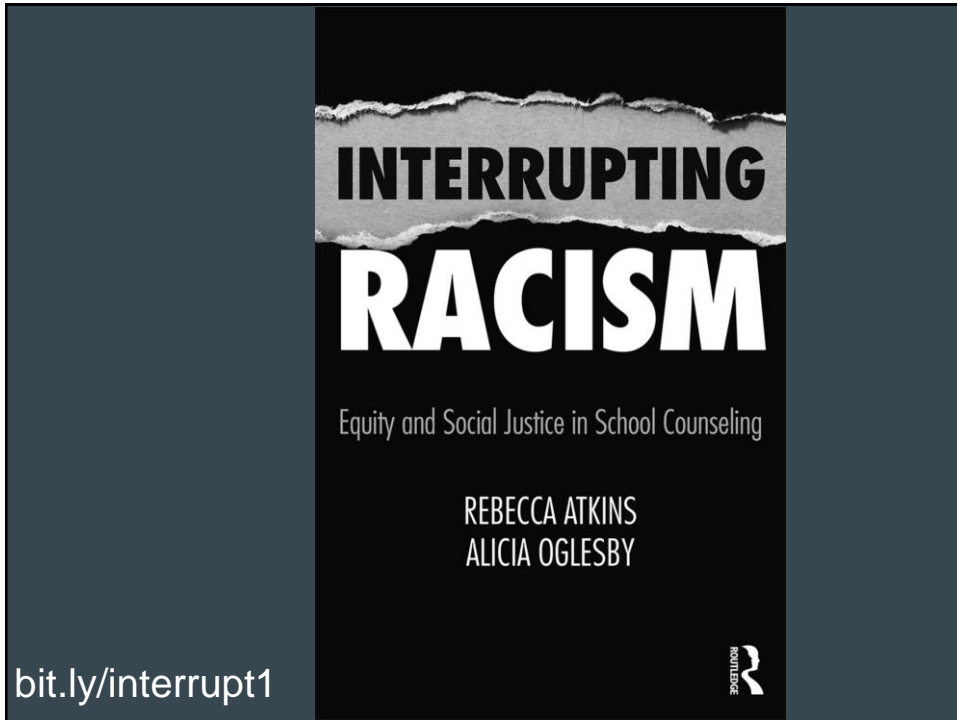
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When I Talk About
Race, I Feel...

Learning Objectives

- Identify areas of personal bias & increase cultural competency through self-reflection activities.
- Create professional development activities to explore systems that negatively impact students of color.
- Create K-12 anti-bias lesson plans using the Teaching Tolerance Social Justice standards & ASCA mindsets and behaviors.

Our Beliefs

Racism:

- Systems that marginalize people of color
- Reverse racism is not possible
- Is not synonymous with prejudice

Our Beliefs

Developing Social Justice Literacy:

- Real differentials in access to social and institutional power
- Only the dominant group is backed by social and institutional power
- Those who claim to be for social justice must also be engaged in self-reflection on their own socialization. This is **a lifelong project.**

Developing Social Justice Literacy: An Open Letter to Our Colleagues (Sensoy & Diangelo, 2009, p.350)

Our Beliefs

We must step out of the taboo of race and begin the work.



Self Reflection



Self Reflection Activity

Primary Tasks:

- Reflection is “activating before you can show up as an activist for others” (Teen Vogue)
- Who, what and where you came from matters
- Examine your beliefs

White Privilege and Silence

“When whites employ silence to maintain some degree of comfort, that silence functions (albeit seldom explicitly) as a means to regain white dominance.”

Nothing to Add: A Challenge to White Silence in Racial Discussions (DiAngelo, 2017)

Effects of White Silence

Cause: keeping racial perspectives hidden protects us from exploration or challenge

Effects:

- Leaves others to carry the weight of discussion
- No learning occurs
- Can imply agreement with resistant participants
- Silence invalidates the stories of others who share

Nothing to Add: A Challenge to White Silence in Racial Discussions (DiAngelo, 2017)

When Silence is a Privilege

“The pressure of being seen as people of color compels [one] to speak up, even when they don’t want to. Not speaking up because one doesn’t want to - without penalty - is a privilege they are not afforded”

Nothing to Add: A Challenge to White Silence in Racial Discussions (DiAngelo, 2017)

When Silence is Productive

- When intentionally trying not to speak first and most in the discussion
- When a person of color has spoken and one feels drawn to re-explain, clarify or “add to” their point
- When people of color are discussing the sensitive issue of internalized racial oppression

Nothing to Add: A Challenge to White Silence in Racial Discussions (DiAngelo, 2017)

Student Reflection Activities



5th Grade

<p>Injustice in Bias</p>	<p>JU. 3-5.13 I know that words, behaviors, rules, and laws that treat people unfairly based on their group identities cause real harm.</p> <p>JU.3-5.14 I know that life is easier for some people and harder for others based on who they are and where they were born.</p>	<p>Students will learn about biases and will determine effects of real life biases. They will create a presentation to decision-makers about the negative effects of a bias.</p>
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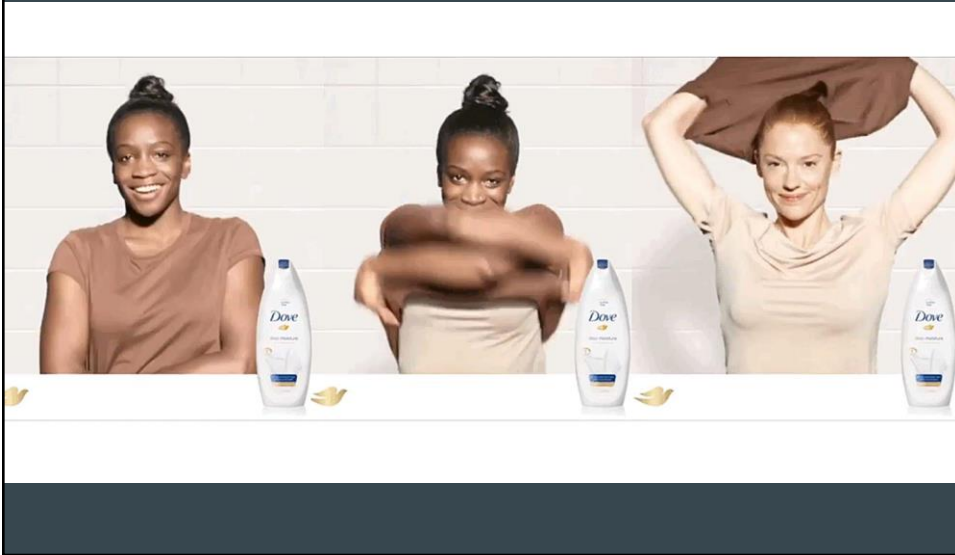
Vocabulary

Bias	An unconscious or conscious favoring of some people over others
Stereotypes	An untrue belief held about a group of people
Injustice	Violation of the rights of others; unfairness

Gender



Race

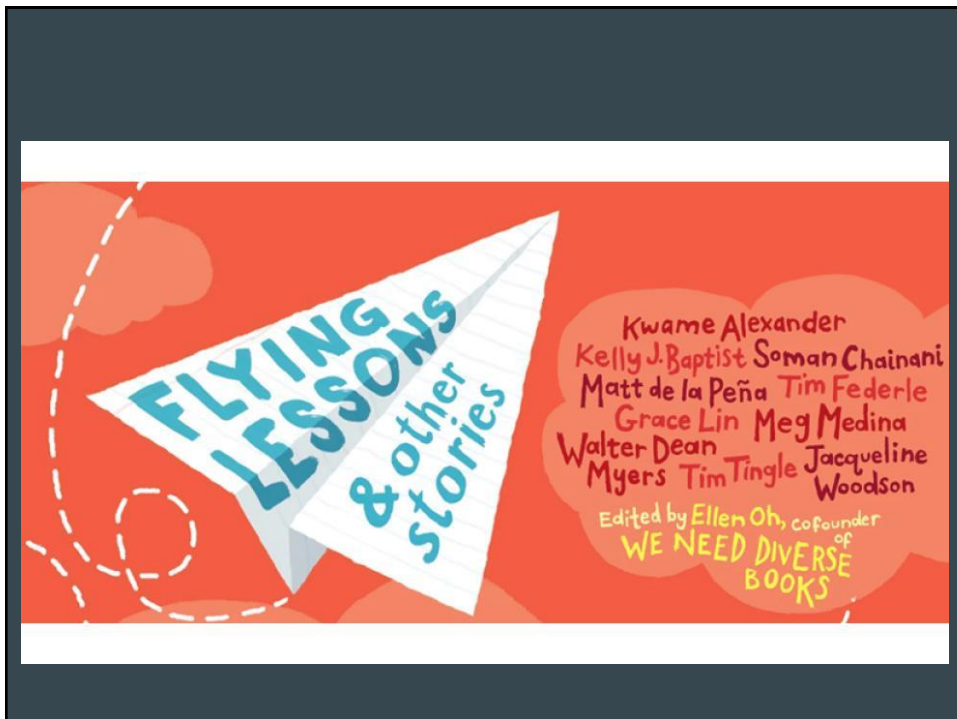


Poverty



8th Grade: Life Lessons and Our Stories

Learning Objectives	Activity
<p>ID.6-8.2 I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.</p> <p>DI.6-8.9 I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.</p>	<p>Read excerpt from Flying Lessons and other Stories.</p> <p>Essential questions:</p> <ul style="list-style-type: none"> • What is your race? • How did you come to learn what your race is? • What are positive/negative aspects of your race?



Vocabulary

Race: a grouping of people related to social and physical attributes including hair, eyes, skin color, bone structures of people.

Culture: system of learned and shared values and beliefs. Observable aspects like food, celebrations, language, etc.

Identity: the set of characteristics and qualities, of a person....regarded as essential to that person's self-awareness.



Kelvin Doe aka DJ Force

Kelvin lived in Sierra Leone where resources were scarce. He created generators and batteries out of trash. He used it to power a community radio station where he shared the news and music as DJ Force. He visited the Massachusetts Institute of Technology and Harvard when he was 15 as the youngest ever "visiting practitioner."

[Where is he now?](#)
[Rising Africa](#)



9th Grade: Digital Zombies

Learning Objective	Activity
JU.9-12.11 I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.	Forehead Game Debrief Digital Citizenship Activity, Reflect
AC.9-12.18 I can respectfully tell someone when his or her words or actions are biased or hurtful.	Model Kindness*

Debrief

1. What identifiers did you hear?
2. Were any of them offensive, regional or outdated terminology?
3. How might these identifiers be used against the famous person named?



Staff Reflection



Staff Reflection Activity

Primary Tasks:

- What are the needs of your student population?
- How does race and/or racism affect your student's experiences (even if they don't articulate that issue)?
- How can you affect change within your role? Does your role need to expand?



Policy Audit



Pushed out and punished: One woman's story shows how systems are failing black girls

Black girls don't misbehave more, experts say, yet they often receive more severe penalties for the same behavior as white peers.

Monica Rhor, USA TODAY
Updated 11:26 a.m. EDT May 15, 2019

Professional Development

1. How often does your schools' professional development focus on difference?
2. What difference does it focus on? Learning differences? Abilities?
3. How often does the discussion about difference include race and racism?

Cultural Destructiveness “Those kids need to get out of our school”

Cultural Incapacity “We should have a White History Day too”

Cultural Blindness “I don’t see color”

Cultural Precompetence “I’m white”

Cultural Competence “Students should plan the next Multicultural Day”

Cultural Proficiency “My white privilege limits my outlook on racism so I’ve hired a speaker of color to help with this professional development”

Connect Learning to Practice

“As you enter positions of trust and power, dream a little before you think” (Toni Morrison)

What are you going to do with all of this knowledge and experience?



The Aftermath

- Responses
- Self-Care
- Recharging



Conclusion

