

HEART because radical love is the only way

ART because reimagining takes creativity

WORK because the journey takes commitment
and perseverance

COLLECTIVE because we're stronger together



OUR GOALS

this is a short amount of time to...

Explore **culture**, **identity**, and our **power** to create equitable environments

Utilize a shared **language** and **framework**

Create space to discuss, learn, and **practice** strategies

4 CORNERS

- Standing on the edge of a **cliff**
- Running a **Marathon**
- Drinking a glass of **water**
- Stumbling into a **hornet's nest**

GROUP EXPECTATIONS

Active **LISTENING**

Speak YOUR **TRUTH**

Move **UP** / Move **BACK**

Be **COURAGEous**

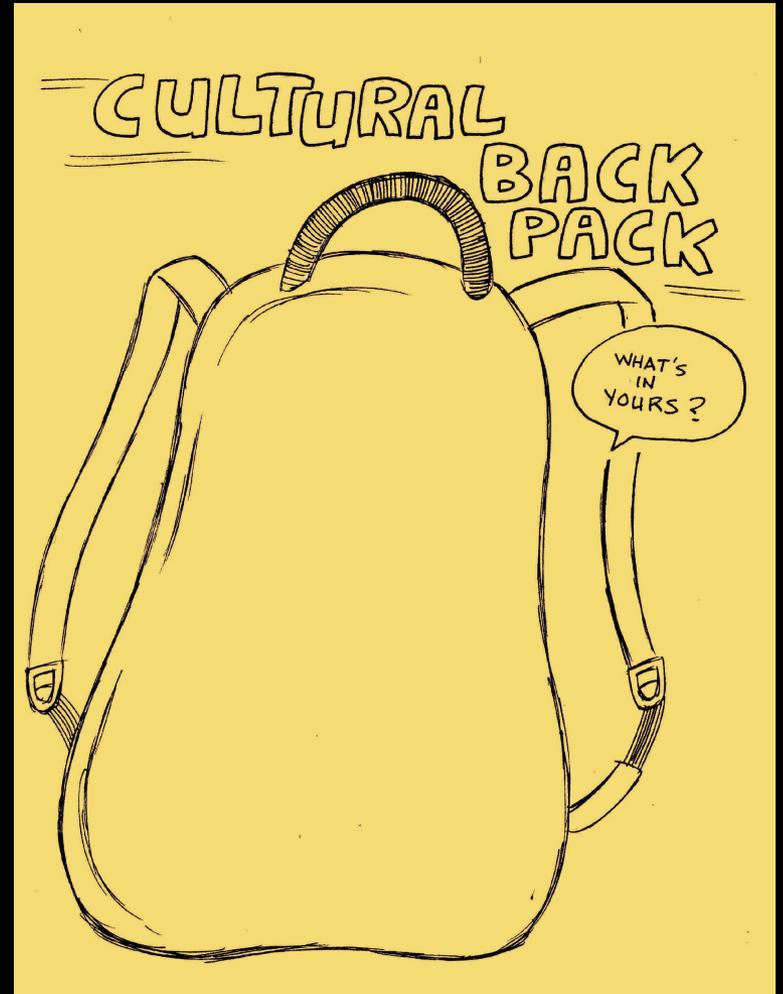
Expect and Accept **NON-CLOSURE**

Sit with **DISCOMFORT**

"T" for **TERMINOLOGY**

Self Reflect

What do you carry with you in your cultural backpack?



CULTURAL BACKPACK



How is your **culture** relevant to your teaching / work?



The Cultural Iceberg

Surface Culture

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

Deep Culture

Communication Styles and Rules
facial expressions gestures eye contact
personal space touching
body language tone of voice
handling and displaying of emotion
conversational patterns in different social situations

Notions of:

courtesy and manners
friendship leadership
cleanliness modesty beauty

Concepts of:

self time past and future
fairness and justice
roles related to age, sex, class, family, etc.

Attitudes toward:

elders adolescents dependents
rule expectations work authority
cooperation vs. competition
relationships with animals age sin death

Approaches to:

religion courtship marriage raising children
decision-making problem-solving

SOCIAL JUSTICE

A vision for a society in which all people, of all identities, are treated equitably.

To work toward Social Justice, we must
make the invisible visible.

TERMS

Equality

- People are treated the same or what we often call “fairly”
- *Does not* take into account context (history, current realities, future outcomes)

Equity

- People have the opportunities they need, which means different people/groups receive different things
- *Does* take into account context (history, current realities, future outcomes)

An *equal* distribution of resources is not *equitable* because, as a result of historic and current racism and other oppressions, opportunity is not currently distributed equally

TERMS

PREJUDICE

Pre-judgment, bias

DISCRIMINATION

Prejudice + action

OPPRESSION

Discrimination + systemic power. (Systemic advantage based on a particular social identity.)

Racism = oppression based on race



OPPRESSION

Systemic advantage based on social identity

Social Identity	Name of Oppression	Who it Targets	Who it advantages
Race	Racism	People of color	White people
Age (young)	Adultism	Young people	Adults
Sexual Orientation	Heterosexism	LGBTQI people	Heterosexual people
Gender	Sexism	People who identify as female and transgender	People who identify as male and cisgender
Class	Classism	Poor and working class people	Middle, upper middle, upper class and ruling class
Age (old)	Ageism	People who are older/elders	People who are adults/younger



SOCIAL IDENTITY WHEEL

Examining our social identities -

- **Subordinated groups** are social identity groups that are disenfranchised, targeted or exploited.
- **Dominant groups** are social identity groups that are advantaged, afforded agency, and hold unearned privilege.

SOCIAL IDENTITY WHEEL

1. Complete the wheel based on your personal identities
2. Reflect on the areas where in society you have agency, and where you are targeted
3. Share with a neighbor

A Question...

How do Social Identity
and Culture overlap?

The Role of the Unconscious Mind

The human brain processes 11 million bytes of information per second

- Consciously aware of any 40 of these, at best
- Only 2% of emotional cognition is available to us consciously
- Messages can be framed to speak to our unconscious

The process of **Othering** occurs in our unconscious network: this can lead to racial, ethnic, or religious bias



MANIFESTATIONS of Oppression

TERMS

Individual

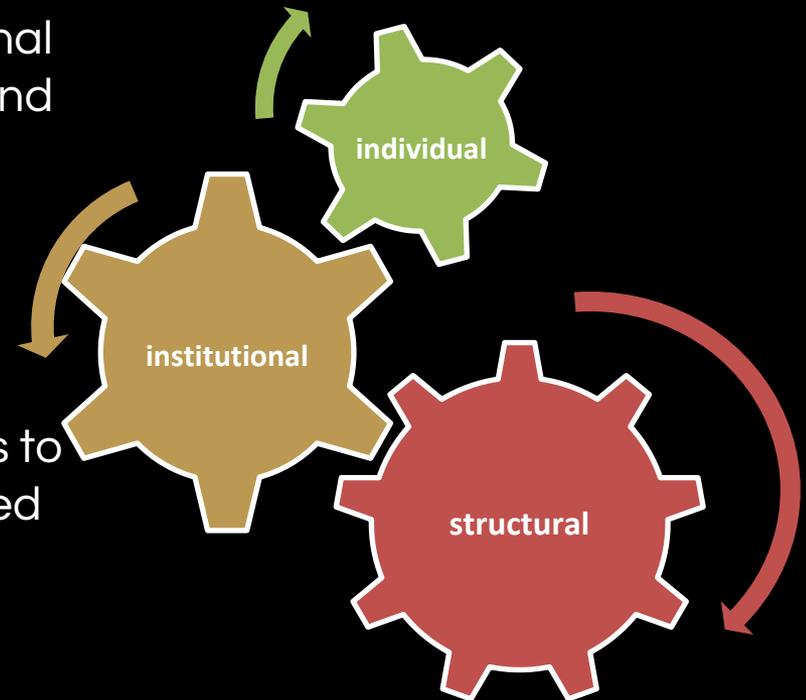
Prejudgment, bias or discrimination by an individual.

Institutional

Policies, practices, procedures and organizational cultures that work better for dominant groups and work to the detriment of people of others, often unintentionally or inadvertently.

Structural

The history and current reality of institutional oppression across all institutions. This combines to create a system that negatively impacts targeted communities.



How To Tell Someone They Sound Racist

Jay Smooth / Ill Doctrine:

<https://www.google.com/search?q=jay+smooth+racist&ie=utf-8&oe=utf-8&aq=t&rls=org.mozilla:en-US:official&client=firefox-a&channel=sb>

Culturally Relevant and Responsive Teaching

- Requires that teachers understand the experiences and perspectives students bring to educational settings
- Is responsive to the **cultures** of different groups in designing curriculum, learning activities, classroom climate, instructional materials , techniques, and assessment procedures.
- Aims to ensure that educators acknowledge and honor the diverse viewpoints of their student population and refrain from promoting homogeneous perspectives as universal beliefs.

Sources: Trumbull, 2005; Ladson-Billings, 2001; Gay, 2000; Weinstein, Curran, & Tomlinson-Clarke, 2003; Kirk-land, 2003

Culturally Relevant and Responsive Teaching

- Is validating, comprehensive, multidimensional, empowering, transformative, and emancipatory.
- Defines **culture** as “The system of values, beliefs, and ways of knowing that guide communities of people in their daily lives”.
- Addresses the need for teachers to acknowledge students' diversity and incorporate their pluralistic backgrounds and experiences into the learning experiences and classroom environment.
- Requires that teachers develop the knowledge, skills, and predispositions to teach children from diverse racial, ethnic, language, and social class backgrounds.

TEACHING STRATEGY

roundup / sharing

What strategies do you (or could you use) to:

1. Share about yourself and your **culture**?
2. Learn about your students and their **cultures**?
3. Invite students to have a voice in shaping projects and content?
4. Assess the **cultural** relevance?