

ESTABLISHING CULTURALLY-RESPONSIVE PRACTICES TO BETTER SERVE STUDENTS

How do we get intentional about serving ALL more effectively?

THE PLAN:

- Introductory activities
- Get to your WHY by sharing mine
- Establish common language
- Lots of moving, partner-talk, reflecting, large group discussion.

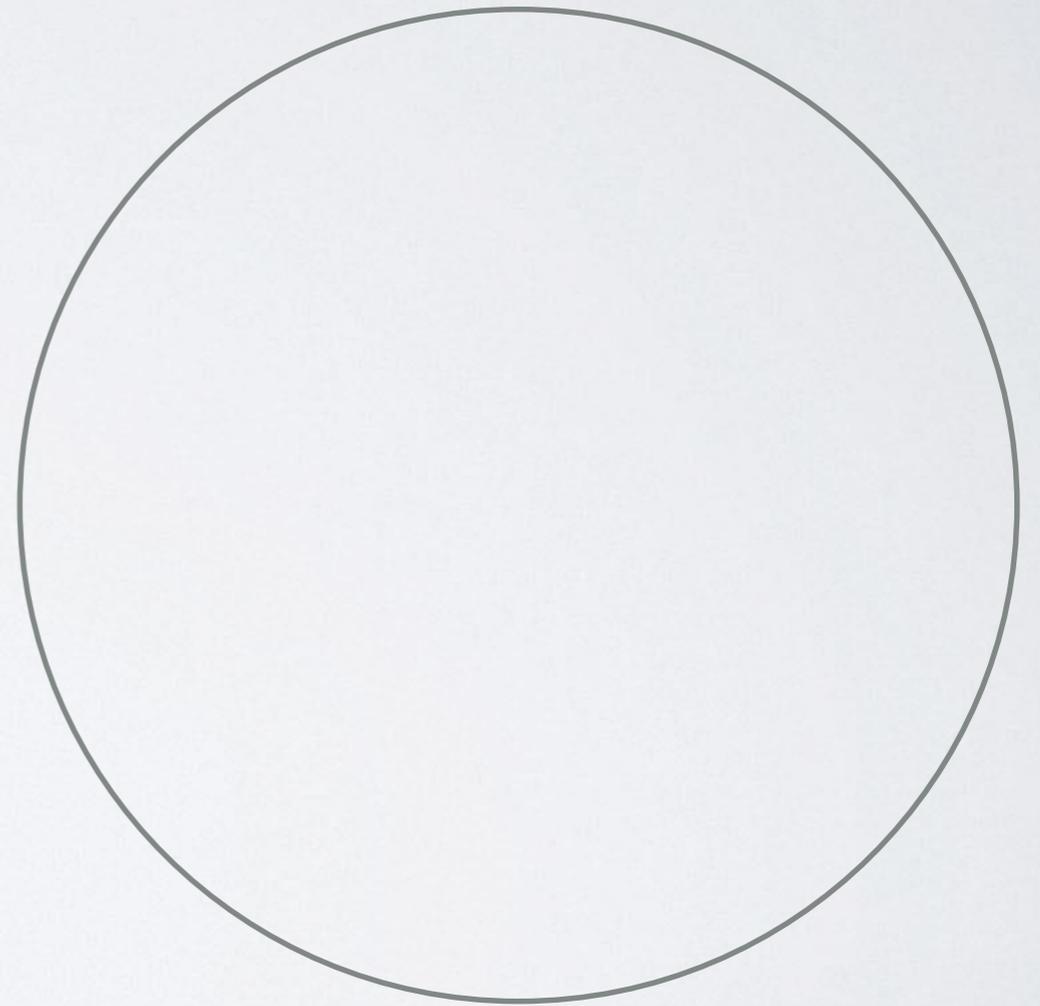
INTRODUCTORY ACTIVITY

Who is in the room?



CIRCLE ACTIVITY

- Stand in a circle around the outsides of the room.
- Do not speak, and try to avoid making facial expressions.
- Raise your hand every time you hear a statement that is true for you.



WHO IS THE KEY
INGREDIENT TO MAKING
SURE YOUR CLASSROOM
AND SCHOOL ARE
WELCOMING PLACES FOR
ALL?

YOU

STARTING WITH MY WHY



MAKE APPOINTMENTS

Make 5 appointments with others in this room-noon, 2:00, 4:00, 6:00, 8:00.



CRITICAL TERMS

Let's make sure we're on
the same page



ACHIEVEMENT GAP

The term “Achievement Gap” evokes a deficit model, suggesting that students from certain communities are incapable of achieving at the same level as their white and Asian counterparts.

OPPORTUNITY GAP

Strength-based term that speaks to the lack of access many students have to resources that lead to academic success:

- smooth transitions for all students at every level
- culturally-relevant curriculum
- highly-quality, experienced educators (that means YOU)
- positive role models
- high expectations
- academic English (while showing value for home language)

FIND YOUR NOON APPOINTMENT

- Share your thoughts about the terms we covered - "achievement gap" vs. "Opportunity Gap"?



RACE VS ETHNICITY

Race is often a label applied by others, or how others perceive you based on your appearance. Ethnicity is more often self-identified, and more likely to be defined by geography.

RACE IN "SIMPLE" TERMS

- ▶ What others see.
- ▶ Not biology.
- ▶ Created in order to perpetuate power structures.

ETHNICITY

Ethnicity is a narrower category and more monolithic. Many ethnic groups share the same language, traditional religion, a "homeland," and other common aspects of culture. This is not true of race, which is a much broader category that incorporates many more identities.

India, for example, is racially virtually homogeneous, but ethnically very diverse.

ETHNICITY IN SHORT

- ▶ Nation/people group "of origin" + language + traditions + culture.
- ▶ Ethnicity is something you choose to identify as (or not).

FIND YOUR 2:00 APPOINTMENT

Share your thoughts on what you heard regarding the definitions of the terms:

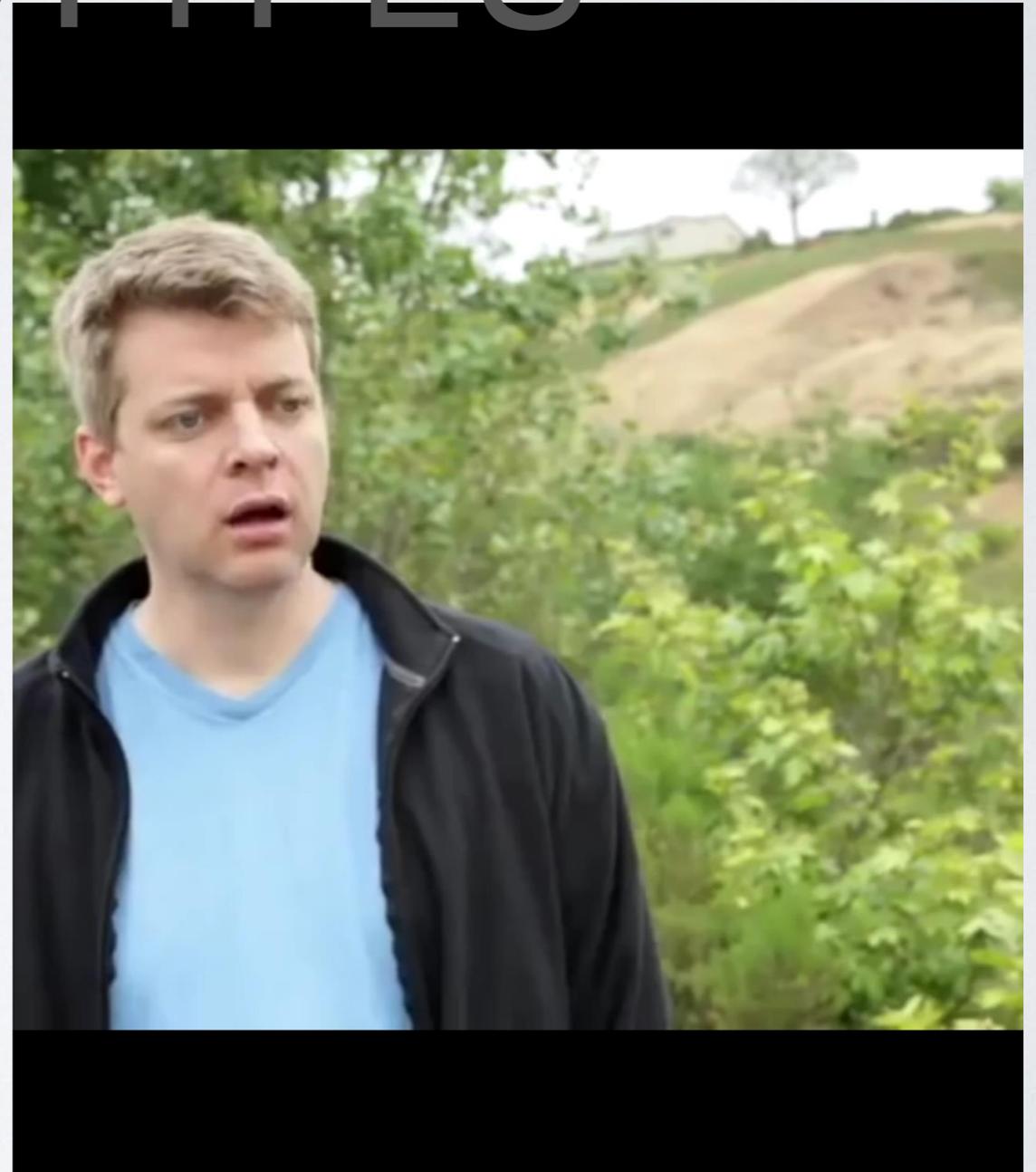
- Race
- Ethnicity

How will this understanding help you think and interact differently about people with whom you come in contact?



CHECK OUT THIS VIDEO ON CULTURAL STEREOTYPES

[http://youtu.be/XUO59Emi3e](http://youtu.be/XUO59Emi3e0)
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CULTURE

'...the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next.'

Matsumoto 1996: 16

CULTURALLY-RESPONSIVE PRACTICE

"Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures."

National Center for Culturally
Responsive Educational System

<http://www.niusileadscape.org>

FIND YOUR 4:00 APPOINTMENT

Share your reactions to the 2 terms you learned about:

- Culture
- Culturally-responsive practice

Anything surprise you?

Which of the 5 terms we've covered - Opportunity Gap, ethnicity, race, culture, culturally-responsive practice - would you be willing to unpack with colleagues or students during the first weeks of school?



THINK-TIME & BREAK

- Are there other terms you have heard “thrown around” that you think should be considered/addressed before we move on?
- Write them down, along with your own understanding of a definition. Be prepared to share after BREAK.

SOME WORDS/PHRASES TO AVOID:

- “Those” people/students/families
- At-risk youth
- Dropouts
- Illegals
- “I’m colorblind. I don’t see color.”

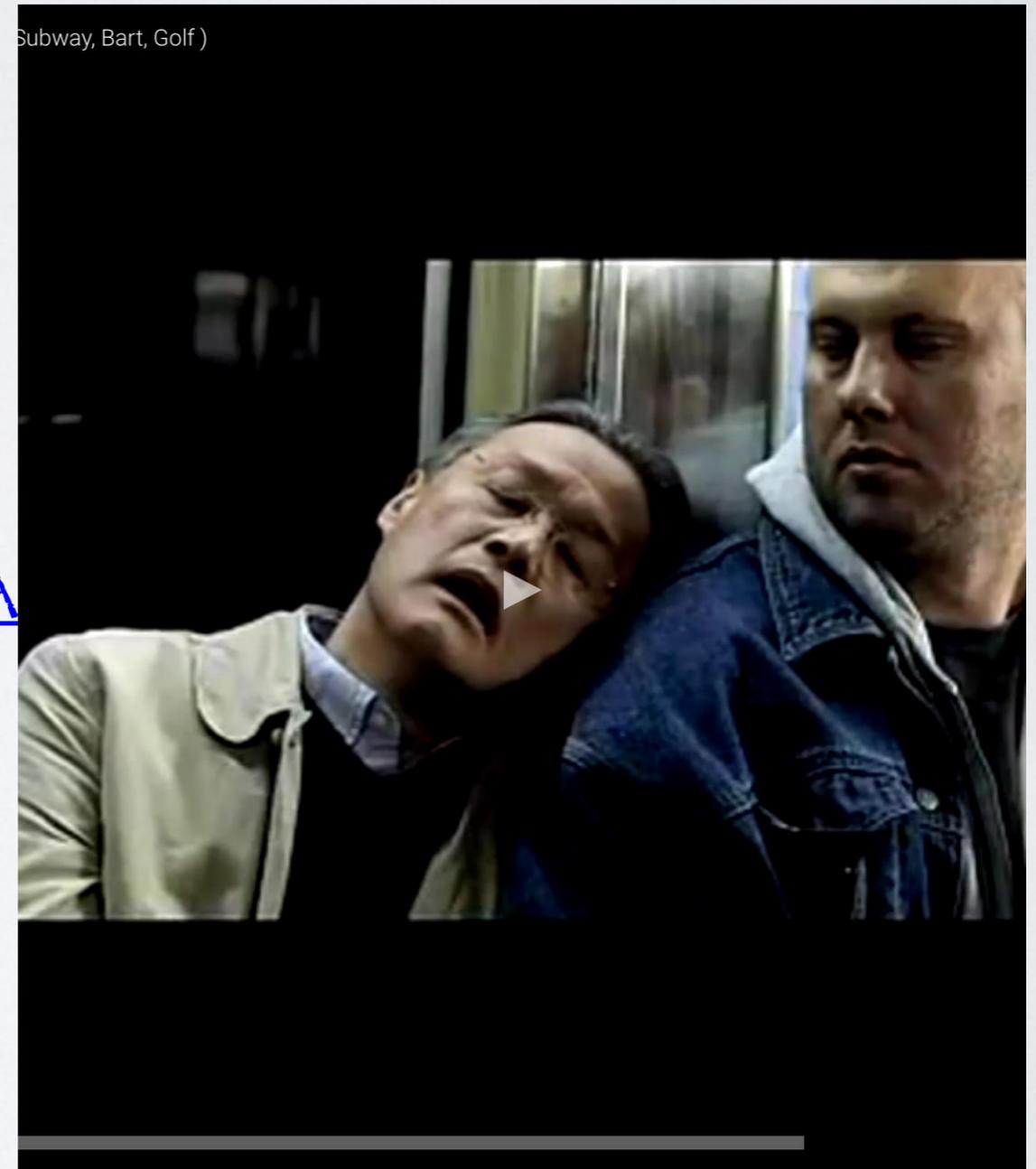
BREAK IT UP #1

- Erin will call out a category.
- Get yourself into groups based on how you identify with the category.



LAUGH TO LEARN

- <http://youtu.be/GOHvMz7dl2A>



FIND YOUR 4:00

- Unpack the morning.
- We've used several strategies - for creating groups, for having conversation, to engage around issues of identity. Make a list of the activities you remember.
- What's one term or concept you learned that was new for you, that you could share w/teach to colleagues?

LEARNING THROUGH MOVING

Four Corners - culture in
action



FOUR CORNERS

- Corner 1: I completely agree.
- Corner 2: I am unsure.
- Corner 3: Sometimes.
- Corner 4: I completely disagree.

BEING ON TIME IS IMPORTANT IN MY FAMILY

- Corner 1: I completely agree.
- Corner 2: I am unsure.
- Corner 3: Sometimes.
- Corner 4: I completely disagree.



HAVING INDIVIDUAL BEDROOMS FOR EACH CHILD IS CRITICAL

- Corner 1: I completely agree.
- Corner 2: I am unsure.
- Corner 3: Sometimes.
- Corner 4: I completely disagree.



THERE IS MUCH NOISE IN MY HOUSE

- Corner 1: I completely agree.
- Corner 2: I am unsure.
- Corner 3: Sometimes.
- Corner 4: I completely disagree.



FIND YOUR SOLE MATE...

Have a conversation about the following:

- How you could use media in your classroom to engage in difficult conversations about race, ethnicity, culture.
- What you have learned about yourself and others during the activities we have completed thus far.

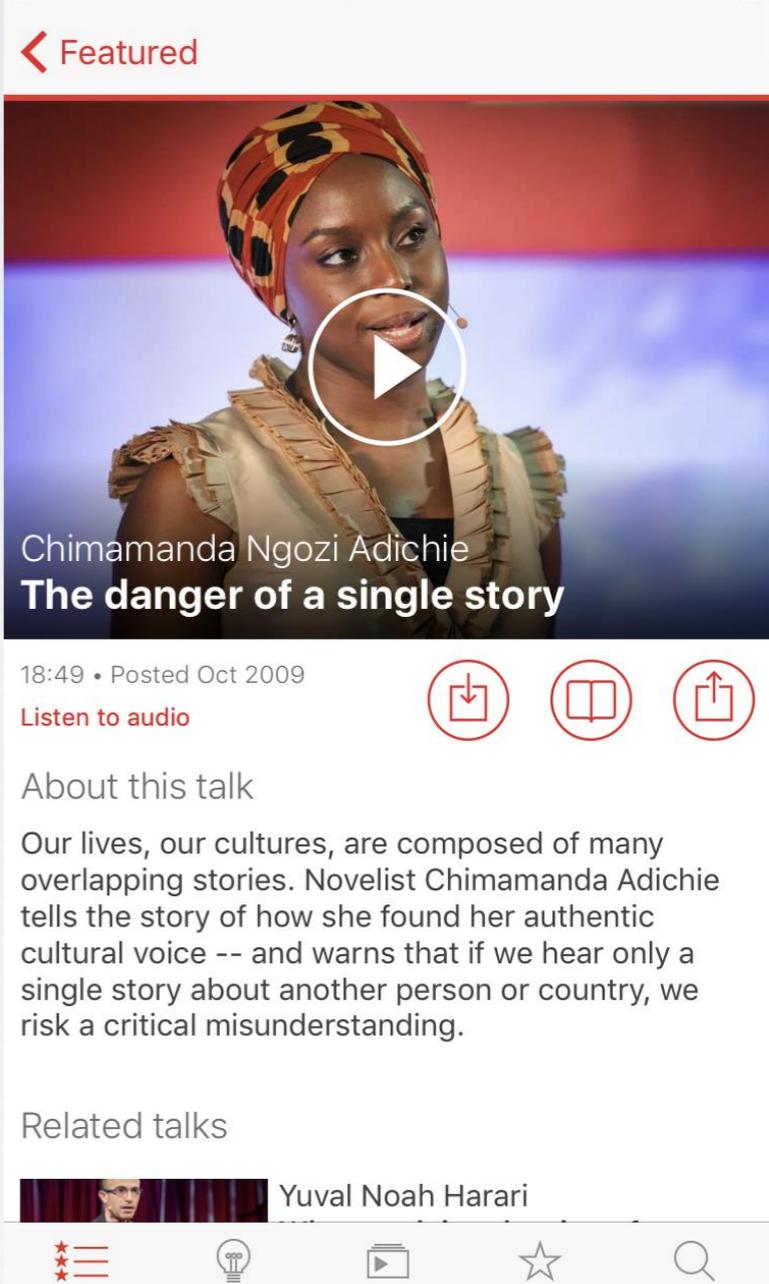


DANGER OF A SINGLE STORY

<https://www.ted.com/talks/chimamanda-adichie-the-danger-of-a-single-story>

As you listen, consider the following questions:

- Where was Ms. Adichie being defined by a "single story"?
- Where did she define others by a "single story"?
- Where have you fallen into that trap? How do you believe you could avoid doing this in the future?



The screenshot shows a video player interface for a TED talk. At the top left, there is a red back arrow and the word "Featured". The main video area shows Chimamanda Ngozi Adichie speaking, with a white play button overlay. Below the video, the text reads "Chimamanda Ngozi Adichie" and "The danger of a single story". To the right of the video, there are three red circular icons: a download icon, a book icon, and a share icon. Below these icons, the text says "18:49 • Posted Oct 2009" and "Listen to audio". Underneath, there is a section titled "About this talk" with a paragraph of text: "Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice -- and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding." Below this is a section titled "Related talks" with a small thumbnail for a talk by Yuval Noah Harari. At the bottom of the player, there is a navigation bar with five icons: a red star, a lightbulb, a play button, a star, and a magnifying glass.

FIND YOUR 6:00 APPOINTMENT

Please share your responses to the following questions:

- Where was Ms. Adichie being defined by a "single story"?
- Where did she define others by a "single story"?
- Where have you fallen into that trap? How do you believe you could avoid doing this in the future?



THE ROLE OF YOUR STORY

What do you bring to the
table? How did you develop
culture?



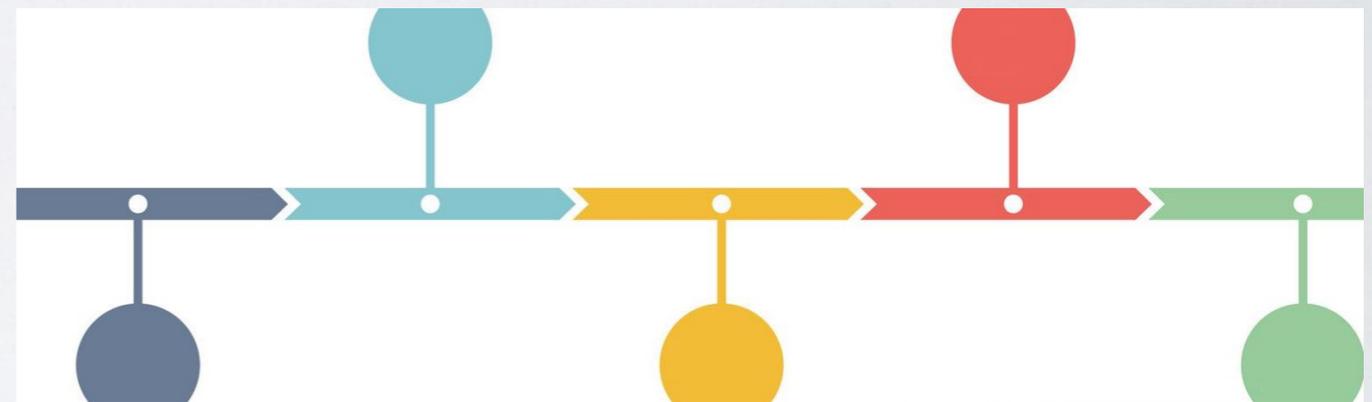
KNOWING YOUR STORY IS THE KEY TO EFFECTIVENESS

- Our story is an expression of our culture.
- Telling the story is a culturally-relevant practice.
- The story helps us to remember why we do this work.
- The story helps to create connections.



TIMELINE

On a sheet of paper, create a personal timeline with the 10 events that have made the most impact on your life - the good, the bad, the ugly.



FIND YOUR 8:00 APPOINTMENT

- Walk through your timeline.
- Which events on your timeline built you up and propelled you to success?
- Which events threatened to break you?
- Is there one that set you on a completely different path?



LET'S KEEP UNPACKING...

- THINK about the answers to the following questions, and then share with your noon appointment.
- Where have you lived throughout the course of your life?
- With whom have you lived?
- Who is the friend you have had the longest?



IT'S PICTURE TIME!

- Time to pull out your phone...
- Select 3 pictures that best represent what is important to you.
- Share with your 2:00 appointment.



LET'S GET TO YOUR WHY...

THINK about the answers to the following questions, and then share with your 4:00 appointment.

- What did you dream of doing as a profession when you were a child?
- Which job/volunteer experience has been the most rewarding?
- What do you believe has been your greatest accomplishment thus far in life?



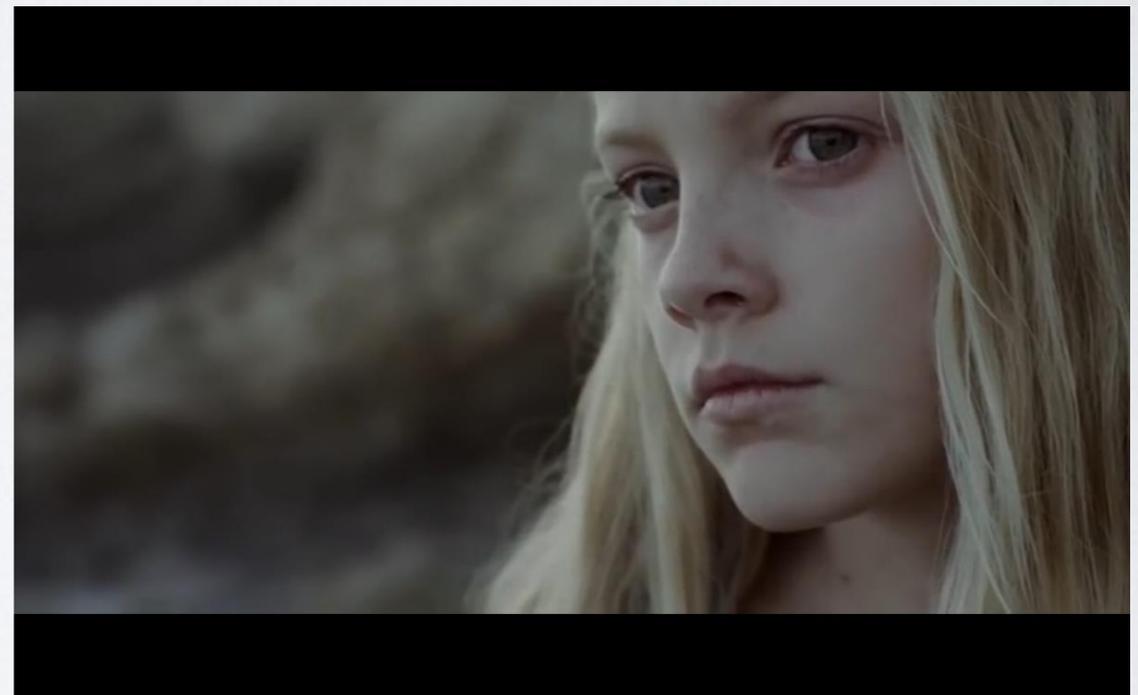
BREAK IT UP #2

- Erin will call out a category.
- Get yourself into groups based on how you identify with the category.



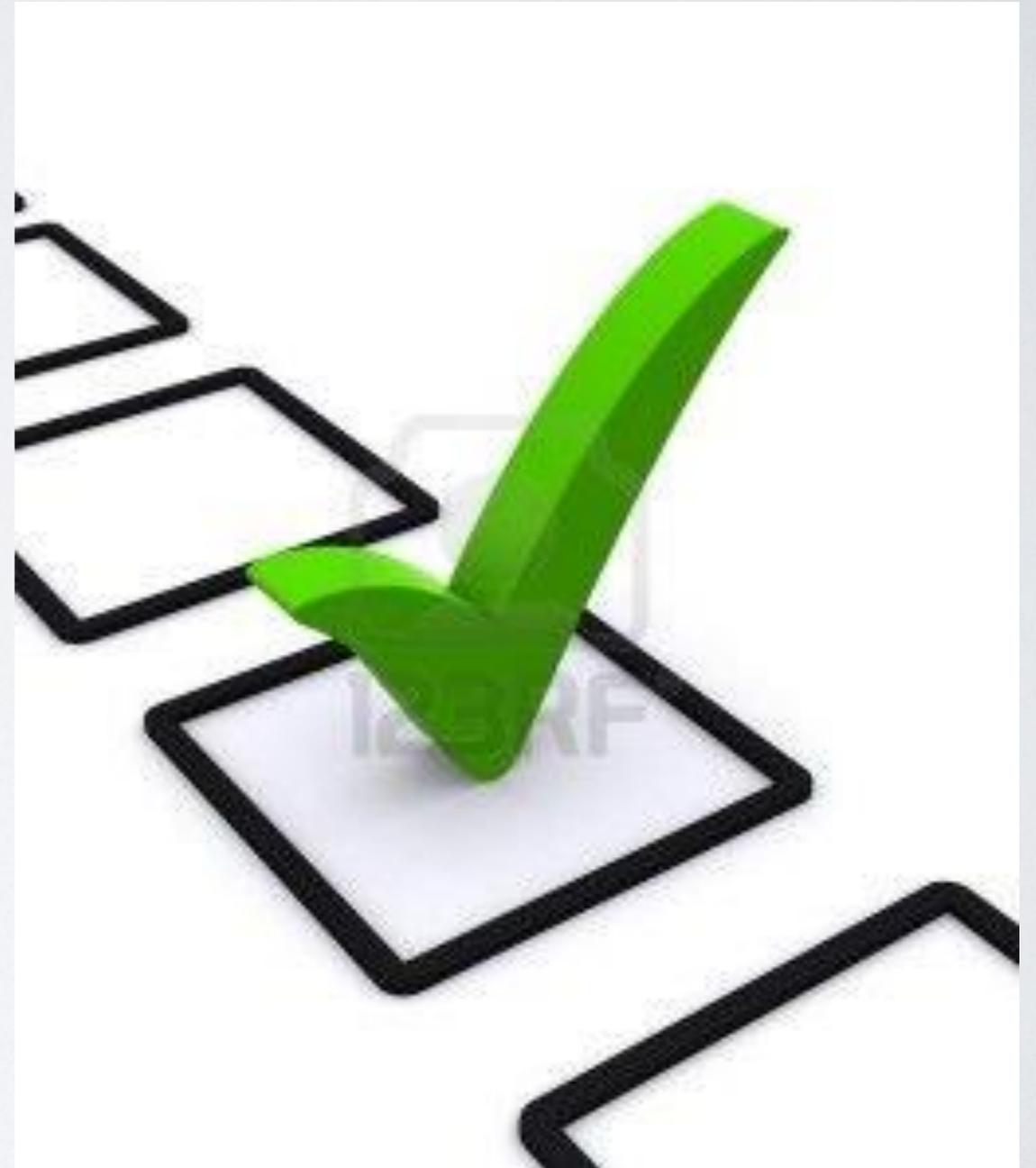
WHAT ARE KIDS DEALING WITH BEFORE YOU

- <https://youtu.be/IOeQUw dAjE0>
- Let's take a look at the life of a young person in trauma.
- How would you engage with a student if you knew this was her story?



THE LINE

- Take out a sheet of scratch paper.
- Give yourself a check for every statement that is true for you.
- Tally up your totals.
- Wait for further instructions.



PERSONAL THINK TIME

- What are the TWO most important things you learned about yourself from sharing elements of your story with others?
- What are the TWO most important things you learned about others?
- Who is ONE PERSON you can share this information with THIS WEEK?
- What is ONE ACTIVITY you will try during the first 10 days of school?

Erin Jones

erinjones93@gmail.com

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