

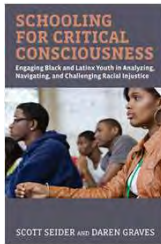
Tools for Antiracist Education in this Historical Moment

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Simmons University

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Introductions



This Historical Moment



Racism, Not Genetics, Explains Why Black Americans Are Dying of COVID-19



What if teachers are silent about racism?

- Youth process these events and experiences on their own
- Conveys to youth that racial inequities in our society are normal and natural
- Can't help youth develop psychological armor to resist and challenge racism

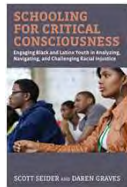


A Previous Historical Moment



Our Study

- What role can schools and educators play in supporting young people in analyzing, navigating, and challenging racism?



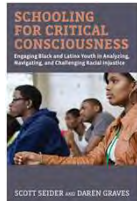
Critical Consciousness

- To **recognize and understand** oppressive social forces shaping society and **take action** against them



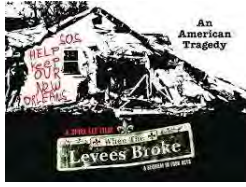
Why Critical Consciousness Matters

- Resilience/healing (Girwright, 2010)
- Self-esteem (Godfrey & Grayman, 2014)
- Political engagement (Diemer & Li, 2011)
- Professional aspirations (Diemer & Blustein, 2006)
- Academic engagement (O'Connor, 1997)
- Academic achievement (Seider, Clark, & Graves, 2020)



Practices for Fostering Youth CC

Social Analysis: Culture Circles & Codes



Description:
 - black people
 - buildings
 - houses
 - singers
 - trees
 - sand
 - water
 - sidewalks

1st Analysis:
 - gov't doesn't help people in need
 - people are not always prepared for a disaster.
 - Not enough money to pay for broken things

Real Life App:
 - The gov't does not provide stores for emergencies.
 - Gov't don't help people without money

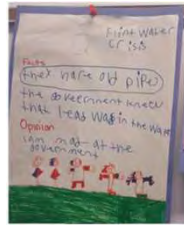
Related Problems:
 - education and lives are in jeopardy
 - families have no place to go

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Make the Road Academy

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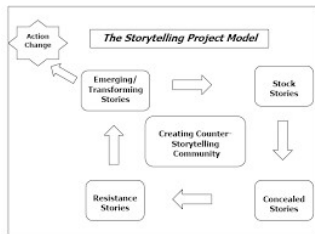
Social Analysis: Culture Circles & Codes



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Social Analysis: Introducing a Framework



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Social Action: Effecting School Change

Electronic Device Policy

At appropriate times and with teacher permission, student use of electronic devices in class can enhance learning and create deeper connections to the curriculum. Phones, tablets, smart watches, and computers are all considered "devices." In response to the rapidly-changing world of technology,



Espiritu High School



Social Action: Effecting School Change

- "In summary," a young man explained at the end of the twenty minute presentation, "the technology policy is outdated and incorrect, particularly in regard to tablets. So the media pass allows the use of phones and headphones at certain times. There is no media pass at lunch because this is when we need to be more social and put away electronics. And it helps us prepare for college because in college you have more freedom to decide what you want to do."

--11th Civics Presentation to Faculty



Social Action: Effecting School Change

Dear Civics Class:

First of all, congratulations on a very well-done presentation. It was a delight to see you so poised and comfortable delivering your information to the faculty yesterday. Thank you! We do find ourselves with a couple of questions which we're hoping you could respond to, largely concerning headphones.

Question 1: While you presented an article about the benefits of headphones, there are many others that indicate students achieved lower test scores with music. Did you do selective research?

Question 2: Why encourage/allow headphones usage from 3-4 PM, a time when many students are working on homework often, now, unproductively? Will this improve their efforts, or will time be spent searching for the perfect song?

...

In all honesty, you are quite convincing in your presentation, but we are sharing our concerns so that you we can continue to think about this before we implement a policy that could change the educational environment we have worked hard to create at Espiritu High School.

Thanks for your efforts!

The Espiritu Faculty



Social Action: Effecting School Change

"I never really thought that schools, like, listened to changes. But Espiritu really listens to its students. Being able to make change here, it does impact my future because I believe, like if I can make change within a small group, I can make change over a big group throughout a long period of time."

--Jenelle 11th grade



Social Action: Effecting School Change



Bellevue Christian Elementary



Building Background Knowledge

- ◆ Textbook
- ◆ Roger Fernandez - Lower Elwha Band of the Sklallam tribe
- ◆ Tribe exploration project



Building Background Knowledge

Building Background Knowledge

- ◆ Mystery figures
- ◆ What is a stereotype?
- ◆ More mystery figures



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Building Background Knowledge

Building Background Knowledge

- ◆ Debbie Reese's story
 - ◆ Nambé Pueblo tribe member
 - ◆ Elementary teacher, college professor
 - ◆ Writes a blog called, "American Indians in Children's Literature"
 - ◆ Common Text: "TV Indians"
 - ◆ Go Go Mo

Studies show that children and adults in the United States think that American Indians are a vanquished people of the past and that they all looked pretty much the same. Specifically, children and adults say that American Indians lived in the distant past and wore buckskin, feathered headdresses, lived in tipis, and hunted buffalo

Children need books that are realistic in their presentation of Native peoples, as well as factually, historically, and culturally accurate.



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Real Work Real Need Real People

- ◆ Student finds culturally disrespectful book in classroom library
- ◆ Class discussion
- ◆ "What if we asked Mrs. Fawcett...?"
- ◆ "We should make a rubric for the books!"

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Real Work
Real Need
Real People

- ◆ Shared ideas together to begin one rubric
- ◆ Groups made more edits
- ◆ Shared ideas together to finalize

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Expert Feedback

- ◆ Connection with a Native American Liaison at a local school?
- ◆ Letter to King County Native American Leadership Council?



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- Consulted by librarian on new purchases for school library!



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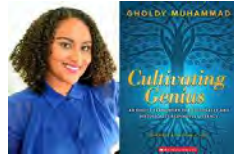
Three Frameworks for This Historical Moment

- “Theory helps explain and examine our reality and our students’ realities. Theory does not solve issues—only action and solidarity can do that— but theory gives you language to fight, [and] knowledge to stand on.”

--Dr. Bettina Love



Black Lives Matter



Black Lives Matter



Timbaland:

Nighttime Symphony

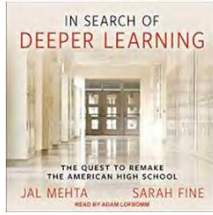
Identity: I can name the type of sounds that give me peace.

Skills: I can comprehend what I read.

Intellectualism: I can learn about what a symphony is.

Criticality: I can learn about peace and why sounds calm are necessary.

The COVID-19 Pandemic



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The COVID-19 Pandemic



Justin Reich, MIT
Jal Mehta, Harvard

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How Students and Teachers Want to Reinvent Schools

The Pandemic as a Window into Longstanding School Inequities

In many ways, the pandemic was simply a window into the pre-existing conditions of dramatic school inequities. COVID brought more death and suffering to communities with more poverty, more people of color, and more essential workers. School staff found themselves acting as the de facto social safety net for children and their families in poverty-impacted communities, providing food, telecommunications access, basic needs, and negotiating access to health care and mental health care. The resulting recession also affected school communities; we interviewed teachers in one Wisconsin high school where their surveys showed that more than 50% of students considered themselves essential wage earners in their families; not just kids with jobs, but key contributors to their families' budget. Teachers have always been aware of stark inequalities in young people's experiences, but they were both exacerbated and revealed anew.



Justin Reich, MIT
Jal Mehta, Harvard

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Anti-CRT Laws & Sentiment



Tennessee House Bill SB 0623 bans any teaching that could lead an individual to “feel discomfort, guilt, anguish or another form of psychological distress solely because of the individual’s race or sex.”



White Racial Identity & Antiracism

- For White people, a key task of racial identity development is developing a positive White identity not based on assumed superiority
 - Become aware of Whiteness
 - Recognize its personal and societal significance
 - Learn to feel good about it in context of working toward a more just society
 - Abandonment of individual racism
 - Recognize and oppose institutional racism



White Racial Identity & Antiracism

- “This is rude to say, but there are people that I recognize I can never get to because their imagination is already formed. And when their imagination is formed, no amount of facts can dislodge them.”
- “There’s a generation that is being formed right now that’s deciding what they will allow to be possible. What they will be capable of imagining. And the root of that...is the stories we tell.”

--Ta-Neheisi Coates, 2021



Closing Thought

- “Even though I still have room to grow, I also understand that I cannot wait for perfection to teach for equity and justice. This work is simply too urgent.”
—Cami Touloukian, pre-K and elementary educator



Now, Next, Later

- In reflecting upon your work today, what are:
 - a) one practice you can implement **now**
 - b) one practice you can start building toward **next**
 - c) one practice you are still thinking through or want to enlist colleagues in working on **later**



Thank you!

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