Cultural Competency III

Facilitating critical conversations about bias and discrimination with students





Cultural Competency Review

1
COMMUNICATION
DIFFERENCES

What cultural differences in communication have you observed among your students or their parents?

2

IMPLICIT BIAS

When have you noticed your bias? How did you discuss or interrupt your first reaction?

3

COLLECTIVIST
AND
INDIVIDUALISTIC
CULTURES

What have you done in your classroom to support collectivism?

4

WARM DEMANDER

How are you building warm and trusting relationships while communicating high expectations?



AGENDA

Self assess comfort level around facilitating difficult conversations

Discuss the **importance of, benefits** of and obstacles to difficult conversations

Identify concrete strategies for facilitating difficult conversations with students

Our Sources





LET'S TALK! DISCUSSING RACE, RACISM AND

OTHER DIFFICULT TOPICS WITH STUDENTS

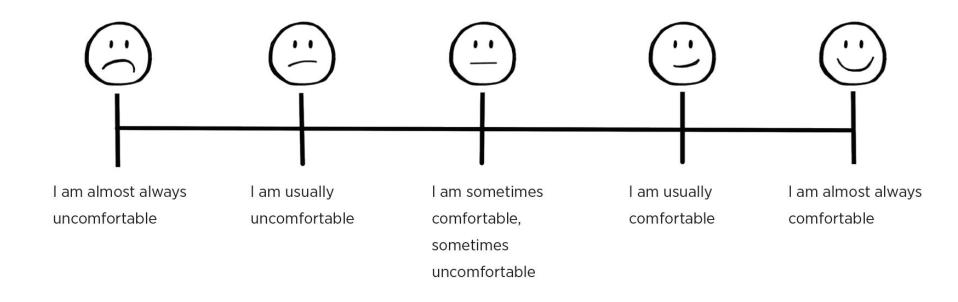


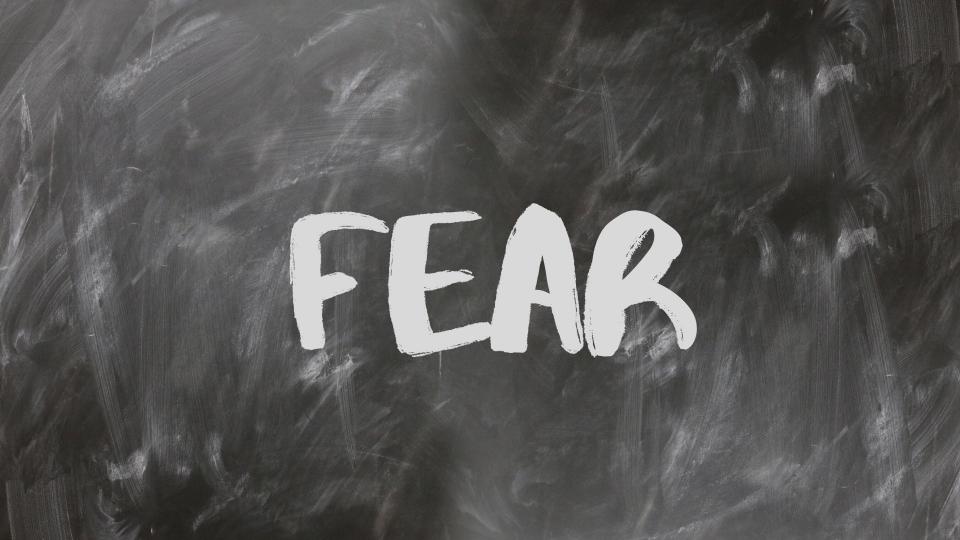
NOT LIGHT, BUT **HOW TO LEAD MEANINGFUL** RACE CONVERSATIONS IN THE CLASSROOM MATTHEW R. KAY

- Which topics most affect me personally?
- · About which do I have more/less experience?
- Which topics most affect my students?

- Ability/Ableism
- Body type/Sizeism
- Ethnicity/Ethnocentrism
- Gender/Gender discrimination
- Immigration status/Xenophobia
- Race/Racism
- Religion/Anti-Semitism, Islamophobia and other religious prejudice
- Sexual Orientation/Homophobia
- Socio-economic Status/Classism

How do you feel discussing each topic with students?





Identity Based Bullying in Schools

"more people expressing more hostile views, being less concerned about the impact of their statements on other people, and kids picking that up from the media and maybe from their parents or other adults. ... But the fact that we could see it consistently in a statistically reliable manner across hundreds of schools, I think that's what makes it compelling."





Students pay attention to everything we say and do. They particularly pay attention to our silence.

Students come into the classroom with ideas, hearts, passions, mindsets and understandings about their own humanity. They have been students of the news and their families' stories and experiences without you; they don't necessarily need you to understand certain aspects of the world. So if you feel that the conversation is too heavy or that the weight of having to end racism is in your lesson plan, humble yourself and relax. It isn't. Your students need you to allow them space, not to fix the world.

Create a Safe Space



Create a Safe Space

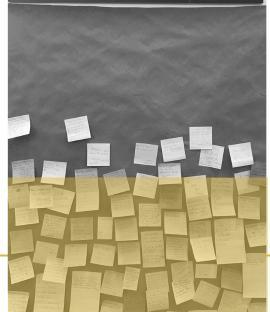
Listen Patiently

Listen Actively

Police Your Voice





















Considerations

HOUSE TALK

BE CAUTIOUS ON TENSE TOPICS WITH THE WHOLE CLASS

ASKING STUDENTS TO SPEAK FOR THEIR RACE

Our Purpose

"When hard problems are placed at their feet, they are often unsure where they can plug into a mission."

- Matthew Kay

Help students locate their sphere of influence and find solutions.

Immigration By Jaden

People treating me differently treating me like I am incapable of doing things treating me like I'm a fragile object ready to break.

What should I do?

Some teachers are thinking I can't do things that other children with different skin colors can do.

I feel weak around them. I feel afraid. Even when I walk in a store the person at the cash

register looks at me funny every time I take

They look at me in despair Wondering why I'm there. I don't know why

We are all the same Inside

something off a rack

Reflection



1. What resonated with you from this presentation?

2. What would you want more information about regarding cultural competency?

