Using Social Emotional Learning and Culturally Responsive Learning to Support Conversations Around Antiracism - Part II

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Our Presenters

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Poll Time
Objectives

Learn strategies for discussing race and inequity

- Self reflection
- Virtual Learning
- Developmentally appropriate conversations
- Supporting elementary students
- Supporting MS & HS students
- How to address conflicting views and triggers
- Resources
Educator Self Reflection: Tools

Self reflection
Group Discussion
Experiential Activities
Beliefs Surveys
Book Study

If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward.
Educator Self Reflection: Beliefs Survey

-When students come from homes where educational achievement is not a high priority, they often don’t do their homework and their parents don’t come to school events. This lack of parental support undermines my efforts to teach these students.

-I believe that I should reward students who try hard, even if they are not doing well in school because building their self-esteem is important.

SOURCE: TEACHING TOLERANCE: A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
Define Conversation Objectives

What is the purpose of these conversations?

A. Creating a safe space for brave conversations
B. Developing anti-racist beliefs and actions
C. Both A & B
Conversations about Anti-Racism in a Virtual Environment

What’s different about virtual learning?

How can it be addressed?
## Conversations about Anti-Racism in a Virtual Environment

<table>
<thead>
<tr>
<th>WHAT’S DIFFERENT</th>
<th>HOW CAN IT BE ADDRESSED</th>
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<tr>
<td>Lack of cues from students</td>
<td>Use of chat, reactions, breakout rooms, polls, scaling</td>
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<tr>
<td>Large group setting</td>
<td>Create individual opportunities to share, have smaller group chats summarize, have students create emotionally safe ground rules</td>
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<tr>
<td>Access to students</td>
<td>Preparation, Needs assessment, Collaboration with co-facilitator, families</td>
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“Our children, even though they are young, they are aware of what’s going on. . . . I remember like even my younger students, four or five years old, they were aware of who Trayvon Martin was and what happened to him.”

SOURCE: Chanita Coulter, a preschool teacher in Charleston, 2020

Young children notice and think about race, yet adults often worry that talking about race will encourage racial bias in children...

SOURCE: The Children’s Community School, 2018

SOURCE: Kang & Inzlicht, 2012
Supporting Elementary Students

Self-Awareness
Social-Awareness
Self-Management
Relationship Skills
Responsible Decision Making
Self-Awareness- Elementary

What: Teaching about self including physical features, likes and dislikes, family values and experiences

Purpose: Students begin to self-reflect on who they are

How: Activities that require students to consider their preferences, activities that ask about family structure, activities, and values
Social Awareness-Elementary

What: Teaching about differences between self and others and that differences are okay

Purpose: Students learn to embrace differences in themselves and others

How: Compare and Contrast Likes and Dislikes, Examining differences in values and views of the world, Activities that reiterate the importance of difference
Relationship Skills-Elementary

What: Teaching about how to handle disagreements and conflict

Purpose: Students learn empathy, how to consider others’ perspectives and how to engage in discussion when there are differences in opinion

How: Provide scenarios that require students to examine perspectives; Role-play; Model it!; Examine stories with conflict and discuss possible solutions
Self-Management-Elementary

What: Teaching about emotion regulation and impulse control

Purpose: Students learn to manage emotions in emotionally-charged situations

How: Stop and think, expressing feelings and needs, growth mindset, strategies for emotion management
Responsible Decision-Making-Elementary

What: Teaching about social justice, equity, stereotyping, and bias

Purpose: Students learn about key concepts at play in conversations around antiracism

How: Define key terms for students, provide storybooks or articles about current events and discuss as related to key terms, link key concepts to history lessons, explore examples of historical figures who fought for justice
Let’s Chat

What are some strategies that you have used with elementary-aged students?
Supporting MS & HS Students

IDENTITY

At the K-2 level,
I can feel good about myself without being mean or making other people feel bad.

At the 3-5 level,
I can feel good about my identity without making someone else feel badly about who they are.

The middle school outcome
I feel good about my many identities and know they don’t make me better than people with other identities.

By senior year,
I express pride and confidence in my identity without perceiving or treating anyone else as inferior.

SEL
Self-Awareness
Social-Awareness
Self-Management
Relationship Skills
Responsible Decision Making

Social Justice Concepts
identity, diversity, justice and action

SOURCE: TOLERANCE.ORG
Supporting MS & HS Students

Group work
Reflective writing
Whole-class discussions
Debates
Source material
Content area standards
Let’s Chat

What are some strategies that you have used with MS, HS or adult students?
Addressing Conflicting Views

1. Should the United States be a color blind nation? Is it important to discuss concepts of privilege and prejudice?

2. In the United States, there is a popular phrase “People need to pick themselves up by their bootstraps.” How does the concept of privilege relate to this statement?

3. Some people think, “I have not discriminated against anyone before” or “Slavery and Jim Crow segregation happened a long time go.” Why should we have a conversation about how privilege affects us?

Addressing Conflicting Views

1. Develop a safe and brave space to share different views
2. Address concerns about confidentiality
3. Model Openness
4. Address Tension
5. Take 5

Addressing Conflicting Views: Questions

Seek clarity: “Tell me more about __.”

Offer an alternative perspective: “Have you ever considered __.”

Speak your truth: “I don’t see it the way you do. I see it as __.”

Find common ground: “We don’t agree on __ but we can agree on __.”

Give yourself the time and space you need: “Could we revisit the conversation about __ tomorrow.”

Set boundaries: “Please do not say __ again to me or around me.”

SOURCE: NATIONAL MUSEUM OF AFRICAN AMERICAN HISTORY AND CULTURE
Addressing Negative Emotions

1. Prepare students
2. Co-facilitator
3. Collaborate with families
4. A place to chill- virtually
5. Consequences for rule violations
Resources

https://activepause.com/category/interactive/

https://www.adl.org/education-and-resources/resource-knowledge-base

https://www.childrenslibrarylady.com/

https://www.commonsense.org/education/articles/social-and-cultural-literacy-resources-for-classrooms

https://www.iste.org/explore/classroom/9-resources-teaching-anti-racism


https://nmaahc.si.edu/learn/talking-about-race


https://www.rethinked.com/pages/Resources

http://www.socialjusticetoolbox.com/activity/privilege-for-sale/
Teaching Tolerance Lessons

All: https://www.tolerance.org/classroom-resources/lessons

Selected Elementary:
https://www.tolerance.org/classroom-resources/tolerance-lessons/family-colors-interviewing-our-families
https://www.tolerance.org/classroom-resources/tolerance-lessons/every-family-is-the-same-every-family-is-different
https://www.tolerance.org/classroom-resources/tolerance-lessons/understanding-empathy

Selected Elementary-Middle School:
https://www.tolerance.org/learning-plan/social-justice-standard-justice-1

Selected Elementary-High School:
https://www.tolerance.org/classroom-resources/tolerance-lessons/my-multicultural-self
Questions & Answers
Upcoming PPEWebinar

Understanding Student Motivation for Online Learning

Wednesday, October 21 | 3:00-4:00 PM

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Thank you for attending!