

# Breaking the Barrier: Talking About Our Differences

**Jessica Ramos**

**Dr. James Whitfield**

**Ashley White**

**@JessicaRamos810**

**@DrJamesWhit**

**@CHHSLiaison**



# Who else is in the room?

- × Your name
- × Your role



# Session Goals

- × To build a common language that can be used in our conversations.
- × To feel more comfortable and equipped to have the tough conversations we want/need to have.
- × To have a deeper sense of self-awareness.



# What is the this session about?

## Is

- × A session in which vulnerability is needed.
- × A session that meets people where they are.
- × A session about all differences, not just race.

## Isn't

- × A session on how to teach your black students.
- × A session to decide who is “right” and who is “wrong”
- × A session to hear a lecture or see a presentation.



# Our process is easy

Define a term.

Give  
examples  
of the  
term.

Discuss a  
question  
about the  
term as a  
group.



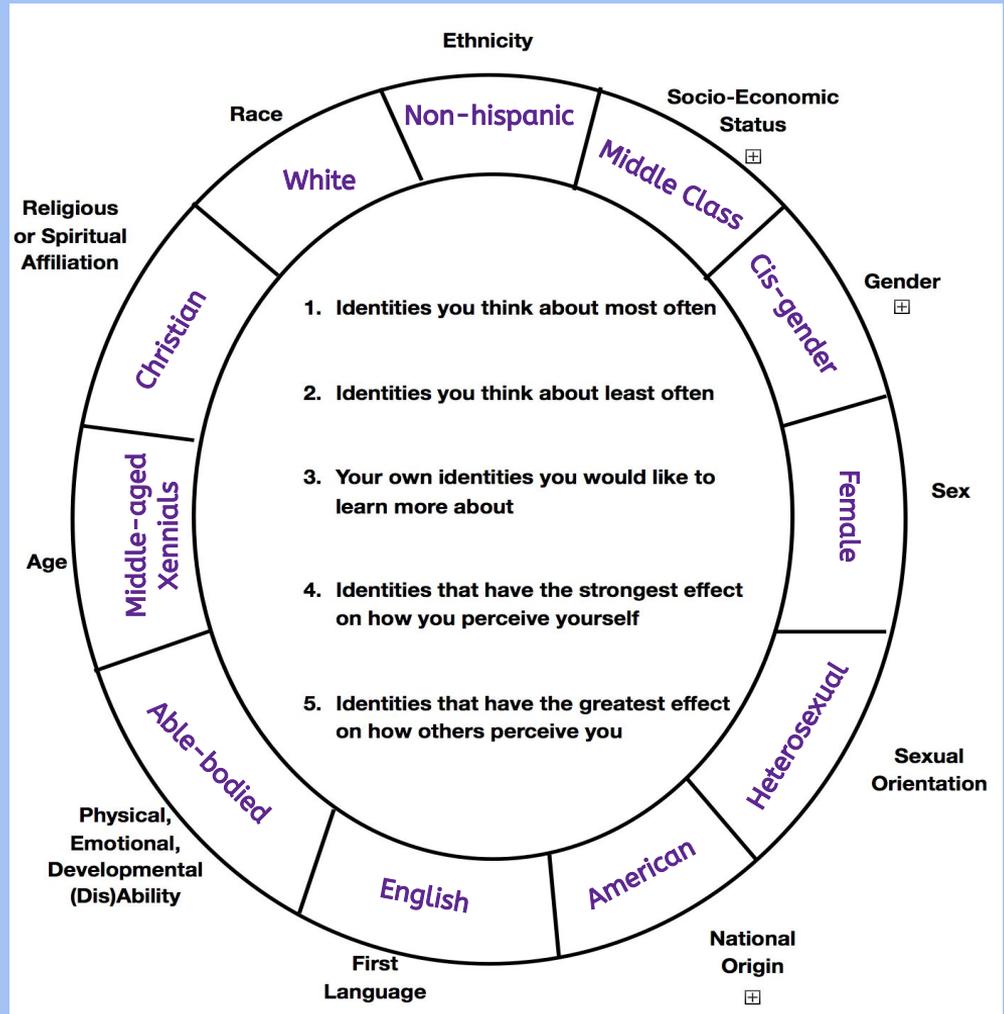
# Norms

- × **3 Before Me**
- × **Conversation-minded**
- × **Seek to understand**
- × **Respond in a minute or less**



# Identity Wheel

Fill in each section of your Identity Wheel with a word that describes that part of your identity.



# Think-**Pair**-Share

Consider one of the following:

- What is something you have in common?
- What is something you have different?
- What are the implications for this in our work at schools?



# Privilege

A special:

- × right,
- × advantage,
- × or immunity

granted or available only  
to a particular person  
or group.



# Privileges

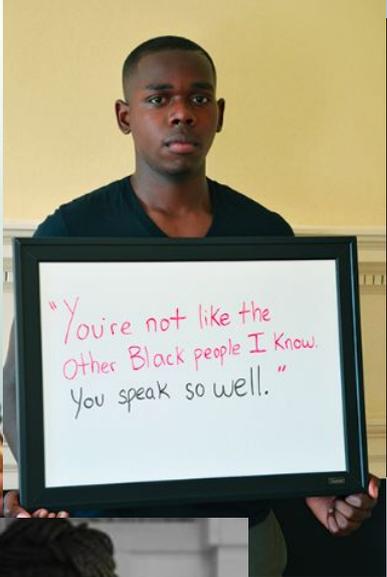
Gender Privilege	You know which bathroom to use at all times.
Male Privilege	Assertive tone is seen as “in charge”.
Christian Privilege	Your work and school holiday calendars match the religious holidays you celebrate.
Socio Economic Privilege	Being able to afford to go to college.
White Privilege	You studied the culture and history of your ancestors in school.
Network Privilege	You are able to get a job based on who you know.

What privileges have you had in life thus far?



# Microaggression





# Microaggression

A term used for brief and commonplace:

- daily verbal,
- behavioural,
- or environmental indignities,

whether intentional or unintentional, that communicate:

- hostile,
- derogatory,
- or negative prejudicial

slights and insults toward any group, particularly culturally marginalized groups.



Where do  
microaggressions  
come from?



# Racism

A system that reinforces the belief that one race is superior over another.

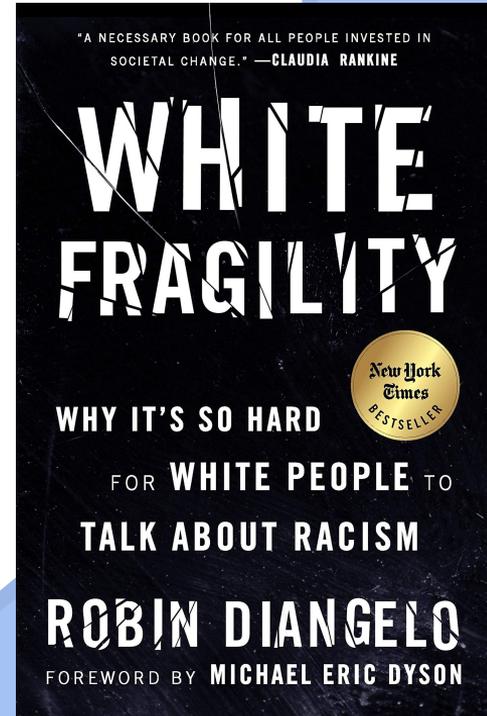
\*Although racism does of course occur in individual acts, these acts are part of a larger system that we all participate in.



“

*“The idea of racial inferiority was created to justify unequal treatment; belief in racial inferiority is not what triggered unequal treatment...*

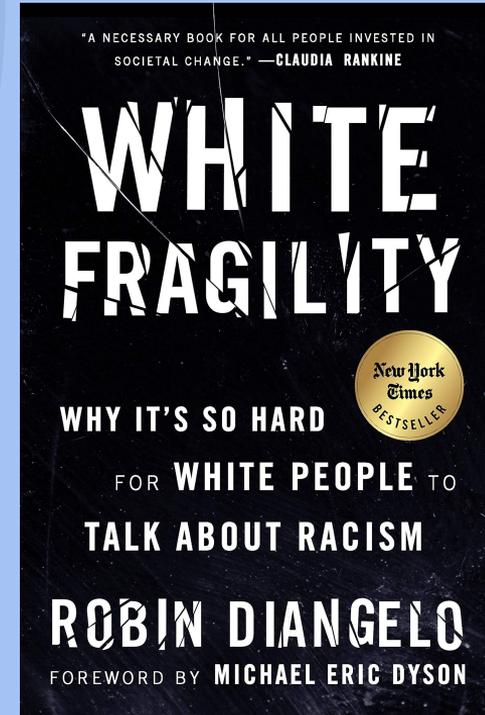
*...we first exploited people for their resources, not according to how they looked...”*



# The Good/Bad Binary

*He's not racist. He is a really nice guy.*

Racist = Bad	Not Racist = Good
<ul style="list-style-type: none"><li>● Ignorant</li><li>● Bigoted</li><li>● Prejudiced</li><li>● Mean-spirited</li><li>● Old</li><li>● Southern</li></ul>	<ul style="list-style-type: none"><li>● Progressive</li><li>● Educated</li><li>● Open-minded</li><li>● Well-intentioned</li><li>● Young</li><li>● Northern</li></ul>

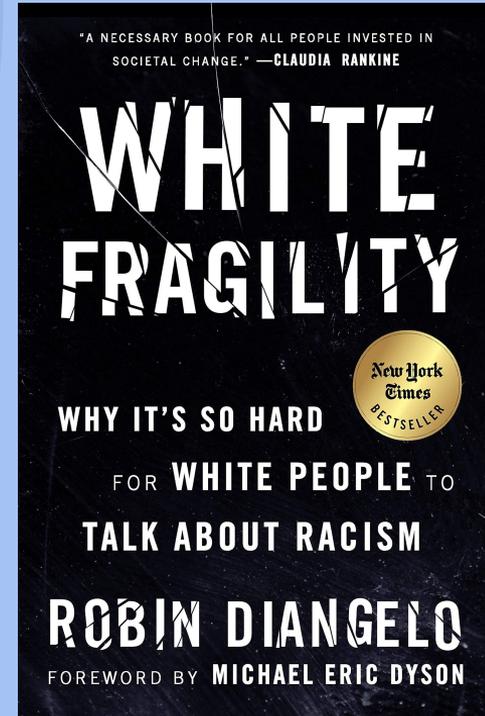


# The Good/Bad Binary

- Good/bad makes it impossible to talk about racism.
- Being told you are a “bad” person puts all your energy into denying instead of understanding.
  - I don't see color.
  - I marched in the sixties.
  - I'm not racist, I'm from \_\_\_\_.
  - I went to a diverse school.
  - We adopted a child from \_\_\_\_.
  - Focusing on race is what divides us.
  - I grew up poor.

They ALL protect the STATUS Quo.

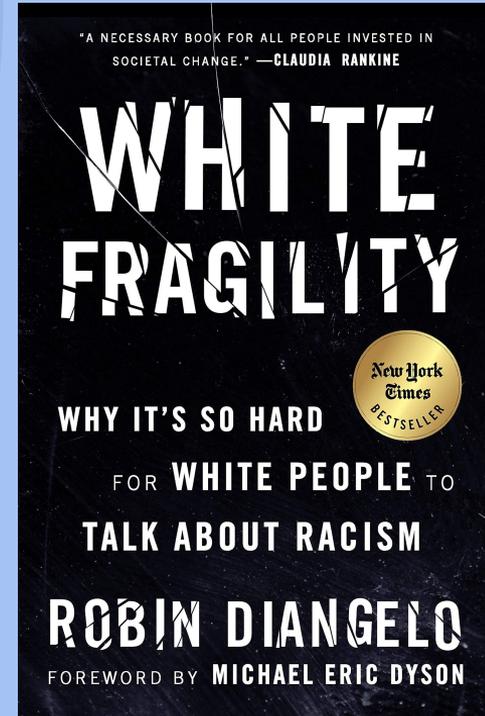
Therefore, nothing changes.



# The Good/Bad Binary

While making racism bad seems like a positive change, we have to look at how this functions in practice. Within this paradigm, to suggest that I am racist is to deliver a deep moral blow—a kind of character assassination. Having received this blow, I must defend my character, and that is where all my energy will go—to deflecting the charge, rather than reflecting on my behavior. In this way, the good/bad binary makes it nearly impossible to talk to white people about racism, what it is, how it shapes all of us, and the inevitable ways that we are conditioned to participate in it.

“Racism is like murder: the concept exists, but someone has to commit it in order for it to happen.”



**What's your reaction to this quote?**

**“Most of us only teach our children not to admit to prejudice. A parent training a child not to say certain things that are overtly racist is teaching the child self-censorship rather than how to examine the deeply embedded racial messages we all absorb. Ideally, we would teach our children how to recognize and challenge prejudice, rather than deny it.”**

# What's next?

1. Accountability partner
2. Continuous Journey
3. It will never be easy, but it will get easier...



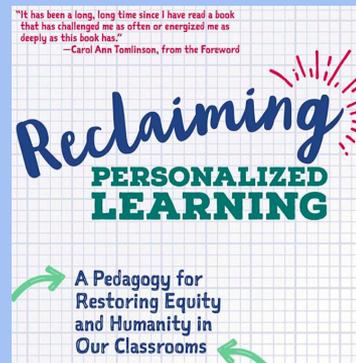
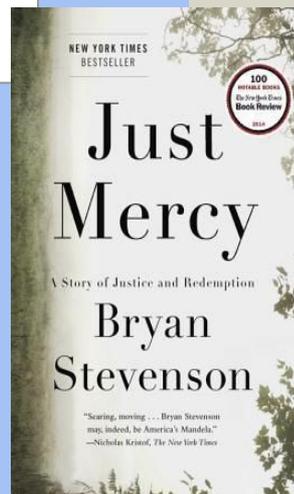
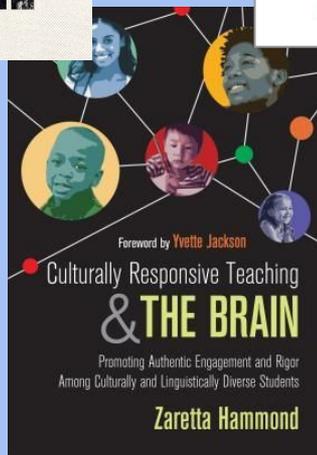
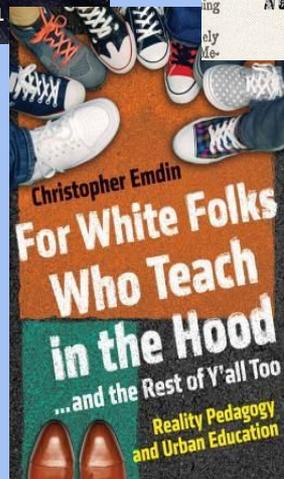
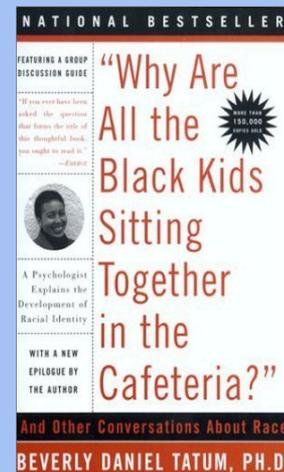
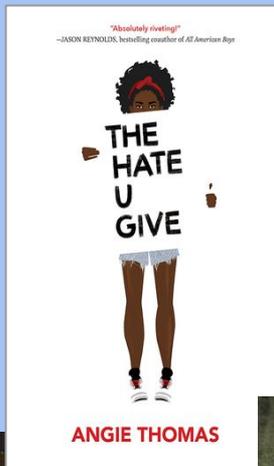
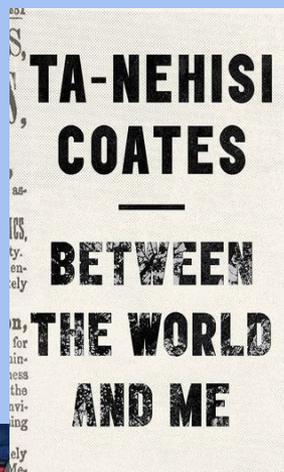
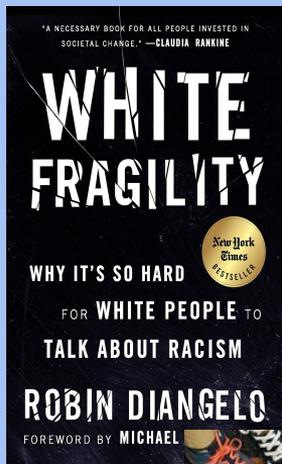
## Cultivating a Culturally Responsive Classroom

Do's	Don'ts
<b>Do</b> learn all of your students' names and how to <i>correctly</i> pronounce their names as early in the school year as possible.	<b>Don't</b> make that the only thing you learn about your students.
<b>Do</b> recognize that all experiences are valid.	<b>Don't</b> tell someone what they felt or experienced. Encourage students to speak for themselves.
<b>Do</b> create a safe space for students to share their experiences, identity, and culture openly with their peers.	<b>Don't</b> tokenize or other*. Never ask your students to speak for the experiences of all students in their culture or identity group.
<b>Do</b> ask questions out of a place of caring and compassion.	<b>Don't</b> interrogate.
<b>Do</b> include diverse examples of scientists, musicians, politicians, athletes, writers, and activists as role models in your examples.	<b>Don't</b> only choose examples that reinforce stereotypes.
<b>Do</b> honor and affirm your students' culture(s) every day.	<b>Don't</b> recognize certain cultures only on special holidays or months of the year.
<b>Do</b> set an example of openness by sharing your background and cultural history.	<b>Don't</b> assume that students have the same background and cultural history as you.

Consistently show your students that you believe they are ALL capable of achieving at high levels and that you are there to support them along the way.

# Book Recommendations

[www.goodreads.com](http://www.goodreads.com)



# Podcasts Recommendations



A Podcast where we explore the root causes of division in America and discover what it would take to heal our divides.

## RACE AND IDENTITY, REMIXED

Ever find yourself in a conversation about race and identity where you just get...stuck?

*Code Switch* can help. We're all journalists of color, and this isn't just the work we do. It's the lives we lead. Sometimes, we'll make you laugh. Other times, you'll get uncomfortable. But we'll always be unflinchingly honest and empathetic. Come mix it up with us.



# Feedback Time!

SCHED



# Credits

Special thanks to all the people who made and released these awesome resources for free:

- × Presentation template by [SlidesCarnival](#)
- × Photographs by [Unsplash](#)

# Presentation design

This presentation uses the following typographies and colors:

- × Titles: **Sniglet**
- × Body copy: **ABeeZee**

You can download the fonts on this page:

<https://www.google.com/fonts#UsePlace:use/Collection:Sniglet|ABeeZee:400,400italic>

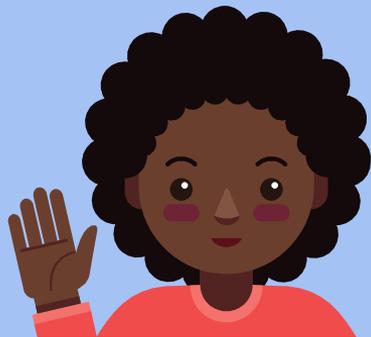
Click on the “arrow button” that appears on the top right

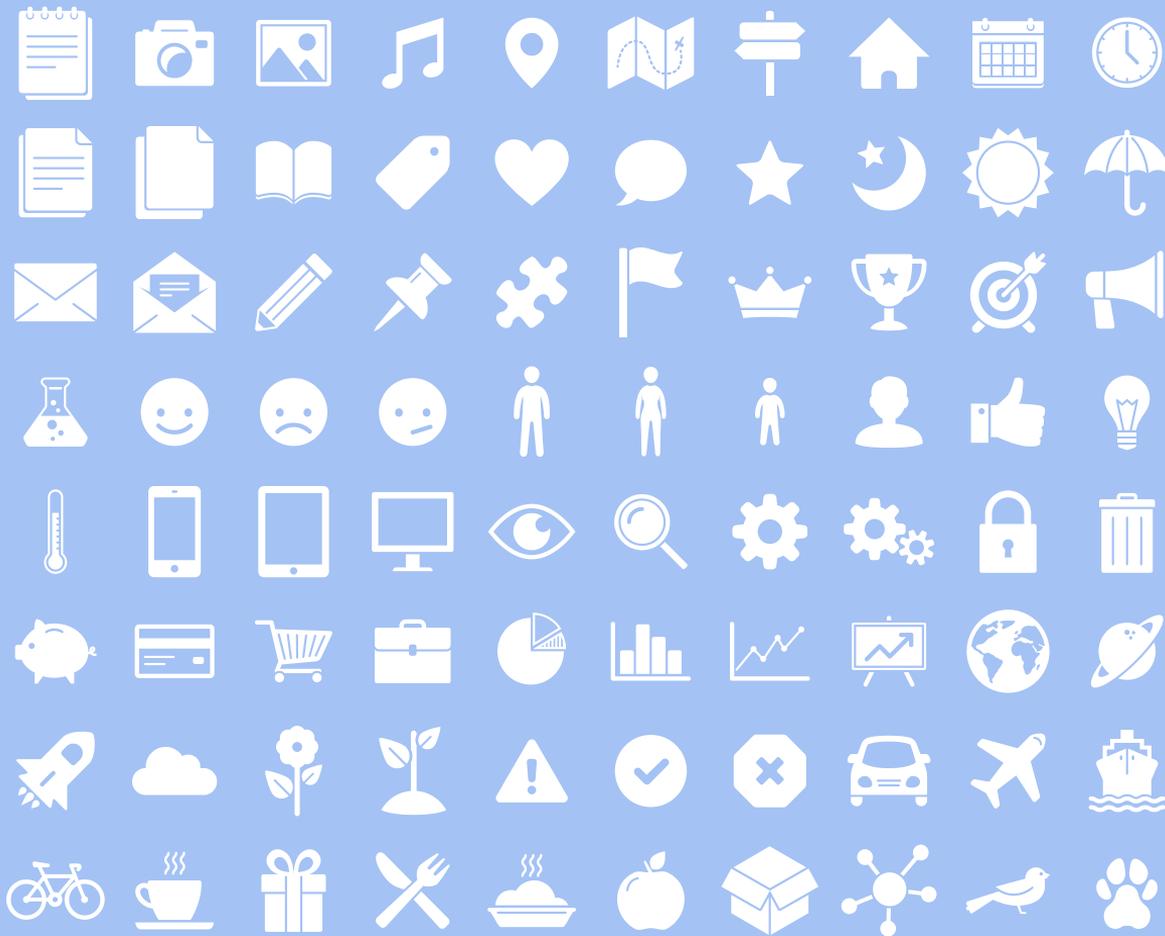


- × Cornflower blue **#3c78d8**
- × Bluish gray **#474f67**

*You don't need to keep this slide in your presentation. It's only here to serve you as a design guide if you need to create new slides or download the fonts to edit the presentation in PowerPoint®*

# Extra vector illustrations





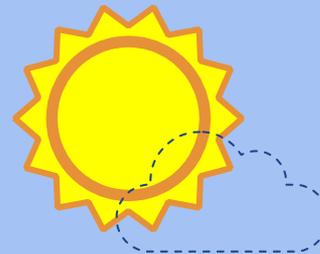
SlidesCarnival icons are editable shapes.

This means that you can:

- Resize them without losing quality.
- Change fill color and opacity.
- Change line color, width and style.

Isn't that nice? :)

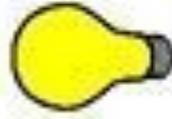
Examples:



# Accountable Talk



- Can you tell me more?
- Can you give me another example so I can understand?



- This reminds me of \_\_\_\_\_ because \_\_\_\_\_.
- I believe this is true because.....



- Why do you think that?
- Could it also be that.....?



- Can you give me an example from the text?
- Where can I find that in the text?



- I agree with \_\_\_\_\_ because \_\_\_\_\_.
- I would like to add \_\_\_\_\_.



- I disagree with \_\_\_\_\_ because \_\_\_\_\_.
- I respect your opinion but \_\_\_\_\_.