

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

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DRS. TIA BARNES & MARIKA GINSBURG-BLOCK

PARTNERSHIP FOR PUBLIC EDUCATION

UNIVERSITY OF DELAWARE

# Housekeeping

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Questions will be addressed toward the end of the presentation.

## Our Presenters



**Tia N. Barnes, Ph.D.**

Assistant Professor  
College of Education and Human  
Development  
University of Delaware



**Marika Ginsburg-Block, Ph.D.**

Associate Professor  
College of Education and Human  
Development  
University of Delaware

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Poll Time

POLLS

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# Objectives

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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

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Self reflection

Group Discussion

Experiential Activities

Beliefs Surveys

Book Study



# Educator Self Reflection: Beliefs Survey

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*-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

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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

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What's different about virtual learning?

How can it be addressed?

# Conversations about Anti-Racism in a Virtual Environment

WHAT'S DIFFERENT	HOW CAN IT BE ADDRESSED
Lack of cues from students	Use of chat, reactions, breakout rooms, polls, scaling
Large group setting	Create individual opportunities to share, have smaller group chats summarize, have students create emotionally safe ground rules
Access to students	Preparation, Needs assessment, Collaboration with co-facilitator, families

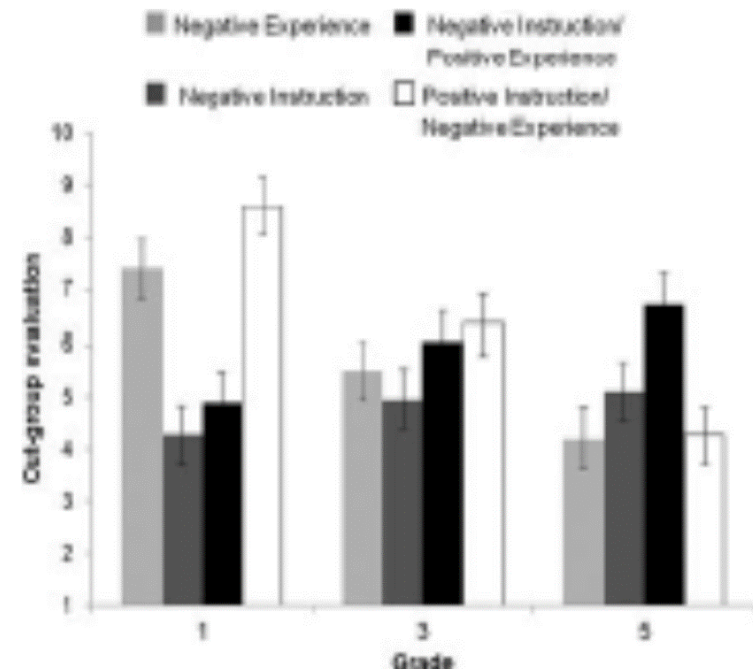
# Developmentally Appropriate Conversations

**“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

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Self-Awareness

Social-Awareness

Self-Management

Relationship Skills

Responsible Decision Making

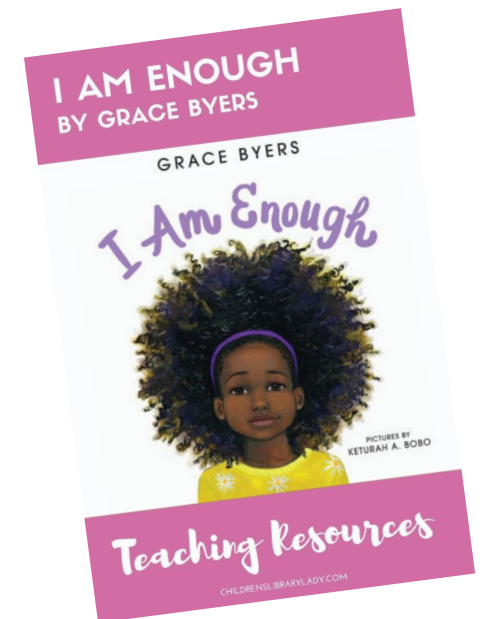
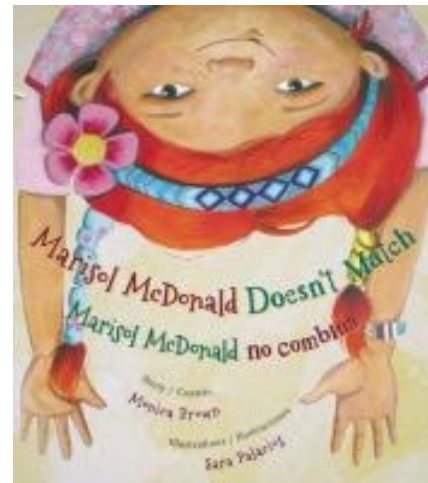
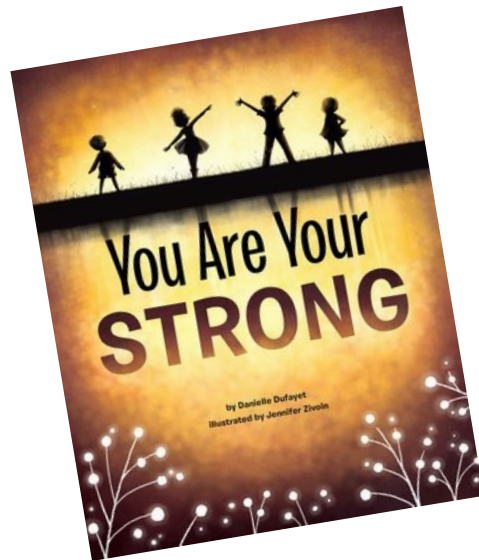
# Self-Awareness- Elementary

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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



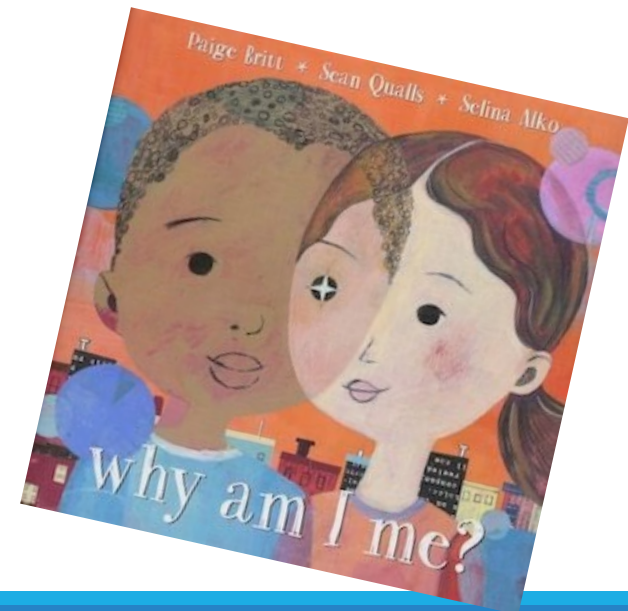
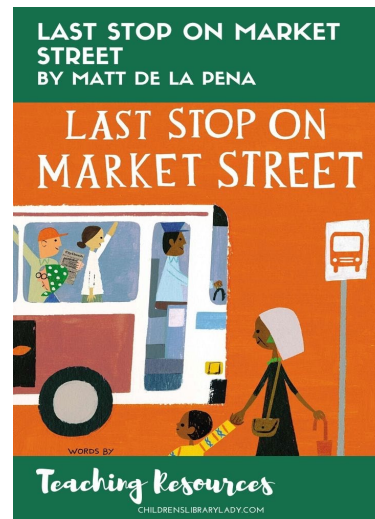
# Social Awareness-Elementary

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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



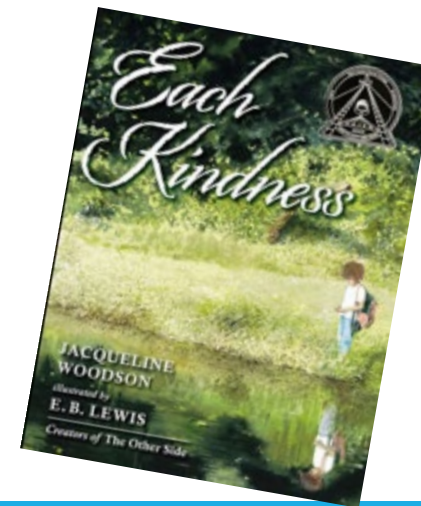
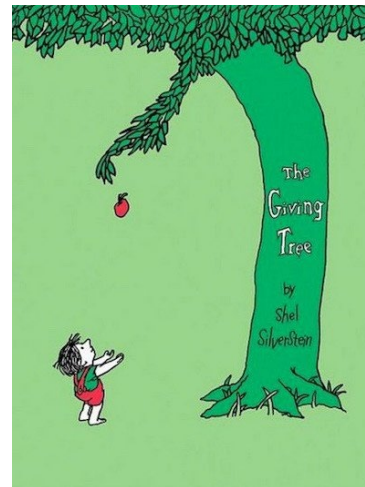
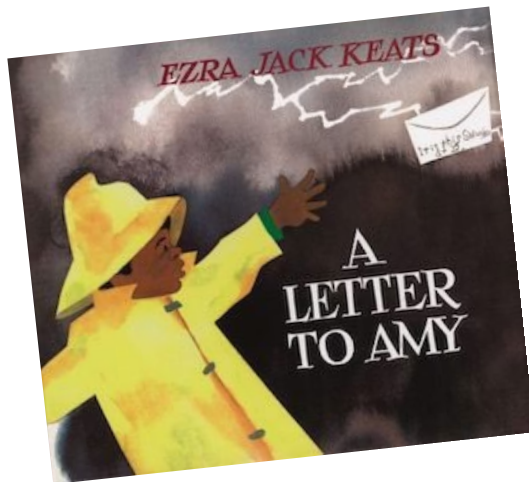
# Relationship Skills-Elementary

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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





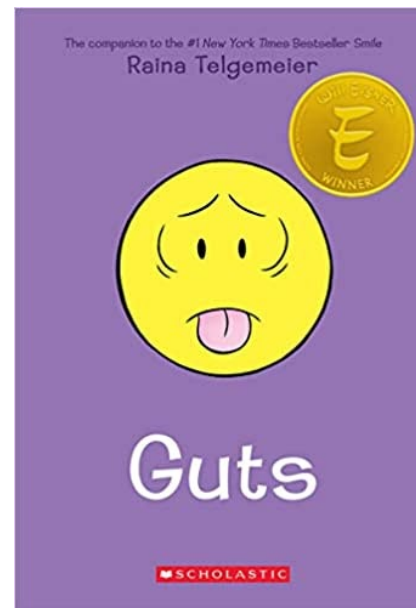
# Self-Management-Elementary

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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





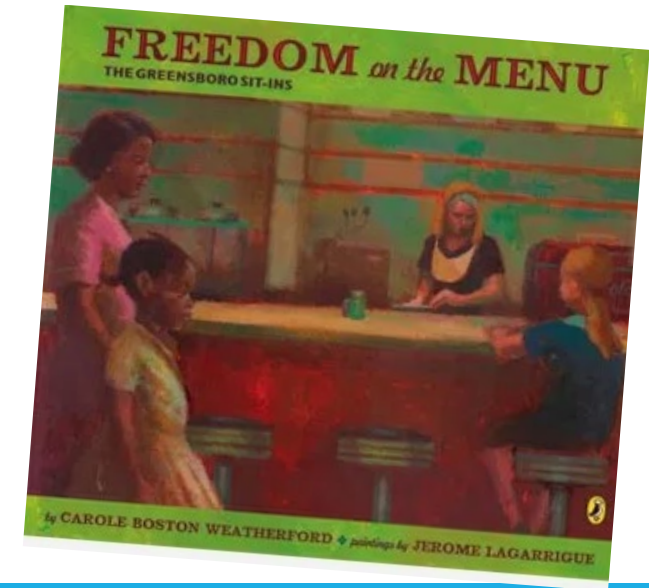
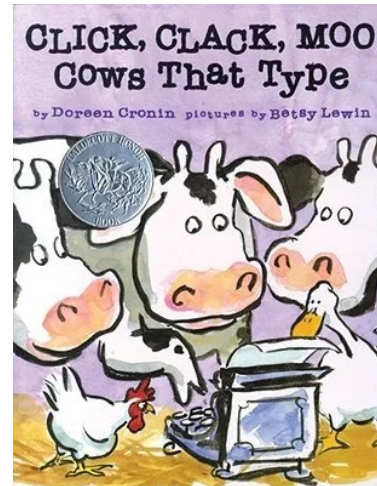
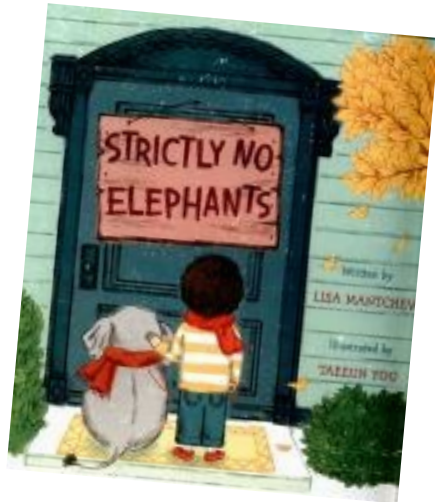
# Responsible Decision-Making-Elementary

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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

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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

# Content area standards



# Let's Chat

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



THE DIRECTOR

September 4, 2020

# 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?

SOURCE: *Talking About Race and Privilege: Lesson Plan for Middle and High School Students* (NASP, 2016).

M-20-34

MEMORANDUM FOR THE HEADS OF EXECUTIVE DEPARTMENTS AND AGENCIES

FROM: Russell Vought  
Director

SUBJECT: Training in the Federal Government

It has come to the President's attention that Executive Branch agencies have spent millions of taxpayer dollars to date “training” government workers to believe divisive, anti-American propaganda.

For example, according to press reports, employees across the Executive Branch have been required to attend trainings where they are told that “virtually all White people contribute to racism” or where they are required to say that they “benefit from racism.” According to press reports, in some cases these training have further claimed that there is racism embedded in the belief that America is the land of opportunity or the belief that the most qualified person should receive a job.

These types of “trainings” not only run counter to the fundamental beliefs for which our Nation has stood since its inception, but they also engender division and resentment within the Federal workforce. We can be proud that as an employer, the Federal government has employees of all races, ethnicities, and religions. We can be proud that Americans from all over the country seek to join our workforce and dedicate themselves to public service. We can be proud of our continued efforts to welcome all individuals who seek to serve their fellow Americans as Federal employees. However, we cannot accept our employees receiving training that seeks to undercut our core values as Americans and drive division within our workforce.

The President has directed me to ensure that Federal agencies cease and desist from using taxpayer dollars to fund these divisive, un-American propaganda training sessions. Accordingly, to that end, the Office of Management and Budget will shortly issue more detailed guidance on implementing the President's directive. In the meantime, all agencies are directed to begin to identify all contracts or other agency spending related to any training on “critical race theory,” “white privilege,” or any other training or propaganda effort that teaches or suggests either (1) that the United States is an inherently racist or evil country or (2) that any race or ethnicity is inherently racist or evil. In addition, all agencies should begin to identify all available avenues within the law to cancel any such contracts and/or to divert Federal dollars away from these un-American propaganda training sessions.

# Addressing Conflicting Views

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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

SOURCE: *Talking About Race and Privilege: Lesson Plan for Middle and High School Students* (NASP, 2016).



# Addressing Conflicting Views: Questions

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**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://childrenslibrarylady.com/>

<https://www.common sense.org/education/articles/social-and-cultural-literacy-resources-for-classrooms>

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

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice>

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

[https://readingwithrelevance.org/Ghost-Boys-Teacher-Guide.pdf?utm\\_source=ca&utm\\_medium=prt&utm\\_campaign=teacher\\_guide](https://readingwithrelevance.org/Ghost-Boys-Teacher-Guide.pdf?utm_source=ca&utm_medium=prt&utm_campaign=teacher_guide)

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

<http://www.socialjusticetoolbox.com/activity/privilege-for-sale/>

# Teaching Tolerance Lessons

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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:

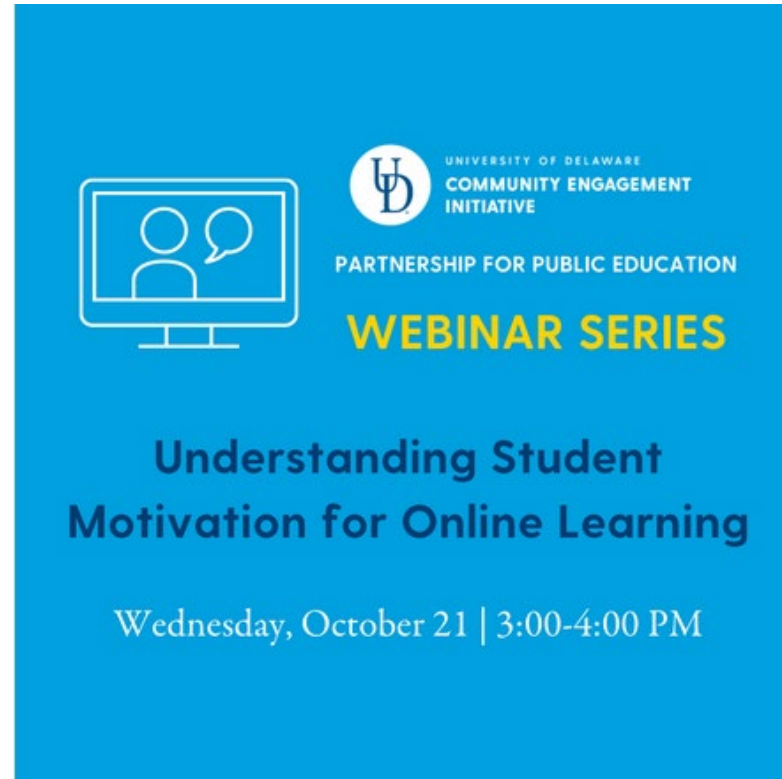
<https://www.tolerance.org/classroom-resources/tolerance-lessons/my-multicultural-self>

# Questions & Answers

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# Upcoming PPEWebinar

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**Teomara (Teya) Rutherford**

Assistant Professor, School of Education  
University of Delaware



Thank you for  
attending!