

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

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PARTNERSHIP FOR PUBLIC EDUCATION

UNIVERSITY OF DELAWARE



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Poll Time

zoom

POLLS

Our  
Presenters



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# Objectives

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Understand current context of inequity in the US

Understand challenges to engaging in conversations concerning race

Understand what Social Emotional Learning is

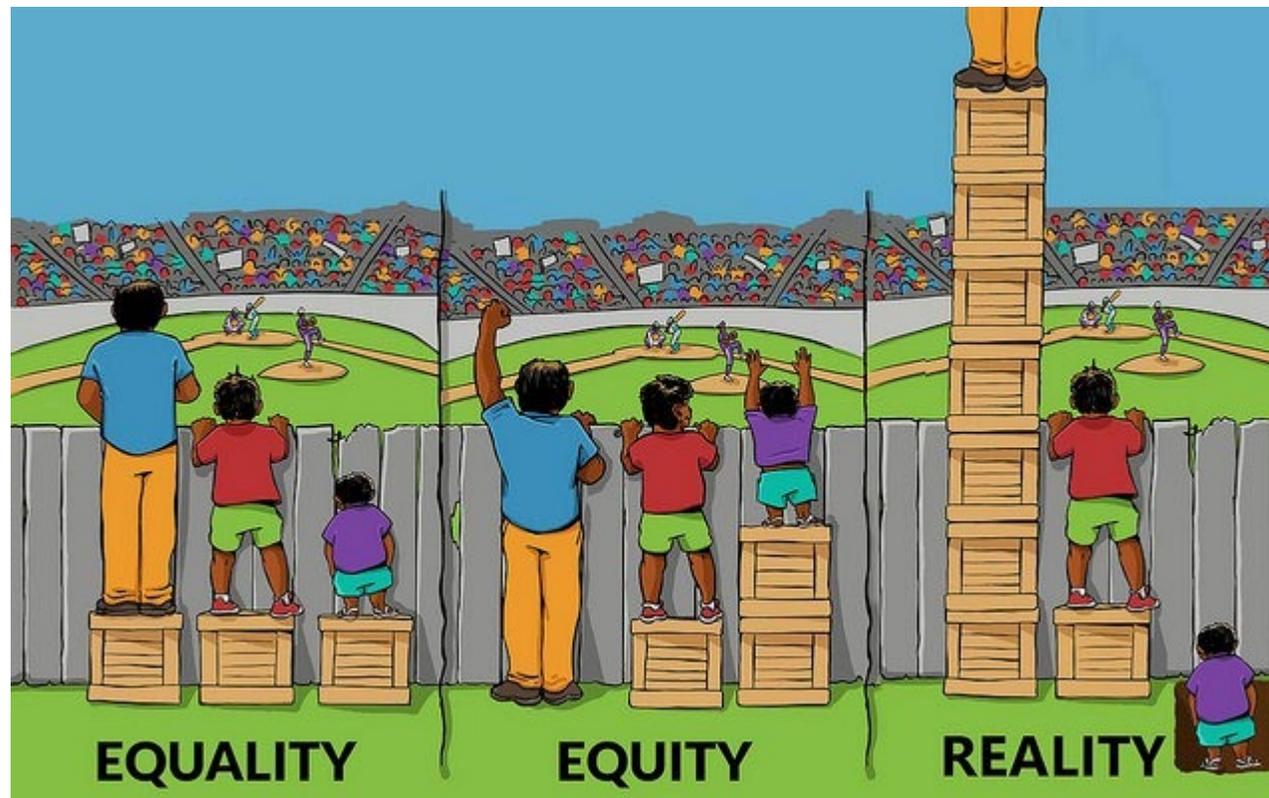
Understand what Culturally Responsive Pedagogy is

Strategies for using these concepts in discussions concerning race and inequity

# Equity

COVID-19 inequities

Policing

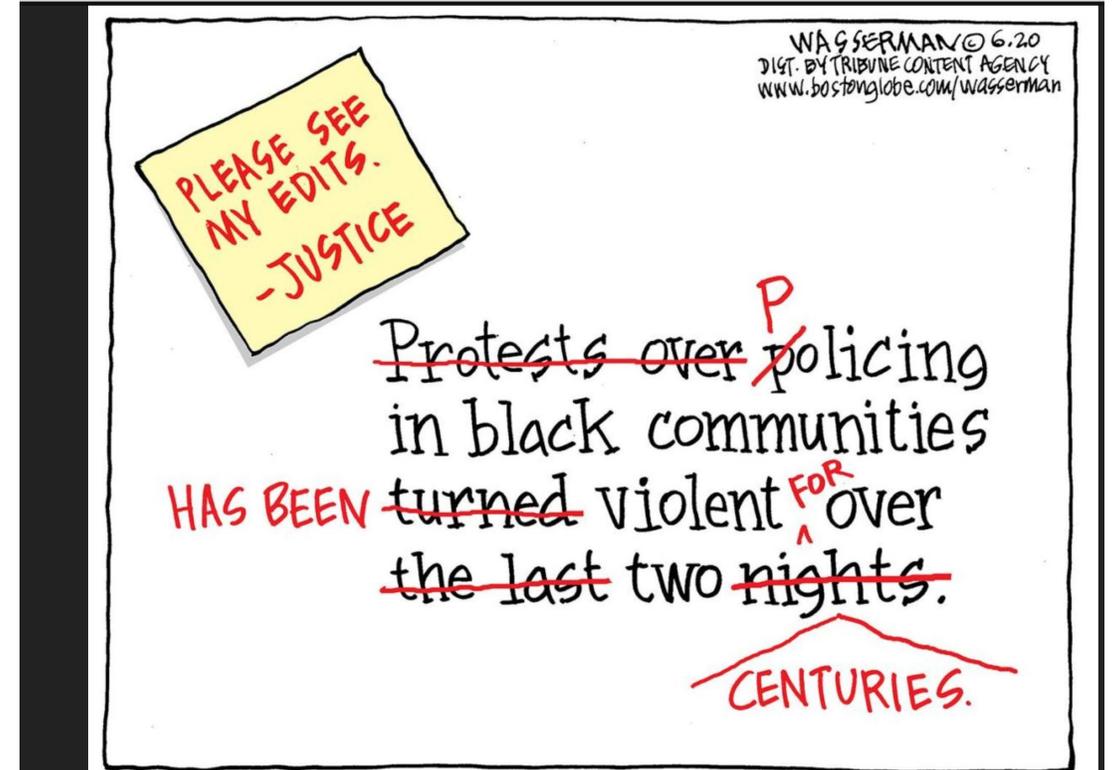


# We cannot ignore the elephant in the room

usnews.com/news/cartoons/2020/06/09/political-cartoons-on-protests-against-racism-and-police-brutality



usnews.com/news/cartoons/2020/06/09/political-cartoons-on-protests-against-racism-and-police-brutality





# Brave Conversations

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A shift from comfort and feeling safe and a move toward understanding and rising to the challenge of genuine dialogue on diversity and social justice issues.



# Concerns of educators during this time

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Engaging in controversial topics

Legal ramifications

Lack of knowledge

Virtual environment

Fear of being labeled a racist



**Bernie Mac** Jun 4, 2020 5:45am

All Lives Matter



**Spock Here** Jun 4, 2020 7:52am

The conversation is about racial injustice and systemic racism. You know, like why are some people more at risk of dying by cop....Or why some people can't go for a jog, or even go to sleep at home. It's those lives that people are talking about genius



**Bernie Mac** Jun 4, 2020 8:48am

Wrong. People are talking mostly about rioting, burning, looting and murder. Small minded people like you think those crimes are acceptable. Civilized people do not. You ain't civilized.



**Spock Here** Jun 4, 2020 9:02am

The people talking about the unacceptable and horrendous rioting, burning, looting, and murder instead of the man who died with a knee on his neck have their priorities mixed up. Small minded people like you must think that is acceptable. Civilized people do not. You ain't civilized.



**Bernie Mac** Jun 4, 2020 10:17am

Spork thinks and acts like a child.



**Spock Here** Jun 4, 2020 12:12pm

Thanks Bern, we all try to lower ourselves to your standard. Not hard to do, I might add. You are very challenging.



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What other concerns come to mind?



# Culturally Responsive Pedagogy

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Self-reflection to work through biases

Create meaningful relationships with students and families

Deeply examine the curriculum

Build a classroom community



# Social-Emotional Learning

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Self-Awareness

Social-Awareness

Self-Management

Relationship Skills

Responsible Decision-Making



# Self-Awareness

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Examining how you feel concerning issues of equity and race

Examining your values and biases

Providing reflective opportunities for students to examine their feelings concerning equity and race

Supporting students in determining what they value and how this influences how they see the world



# Social Awareness

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Find ways to connect with students even in virtual environment

Foster relationships with families

Embed discussions around diversity and differences in your instruction

Create opportunities for students to learn about others' perspectives



# Self-Management

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Self-motivation to learn more about different cultures, experiences and perspectives

Stress management to support our well-being to engage in conversations

Supporting students in impulse control

Setting goals and planning actions to meet those goals with students



# Relationship Skills

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Build positive relationships

Become a good listener

Teach students to negotiate conflict constructively

Support students in communication skills



# Responsible Decision Making

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Learn more about the history of race , White privilege, and systemic racism in the United States

Consider and advocate for needed changes

Introduce your students to critical thinking

Teach students to evaluate facts without jumping to conclusions



# Creating community

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Create a virtual community agreement

Intentionally begin each synchronous session online with a connection activity

Offer opportunities for students to share their stories and experiences

Encourage listening

Consider ways to incorporate procedures and routines in the online environment



# But First....

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Engage in your own work and conversations to support you in facilitating these conversations with students

Consider any legal ramifications

Seek out training and resources

Invite classroom speakers

Use documents and stories to foster conversations

# What NOT to do

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Engage in brave conversations with your students without adequate planning

Role-playing to help in feeling empathy ( think role-playing as oppressed groups)

Belittle students for their perspectives

Single out members of oppressed groups



# What can you do on Monday?

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- Increase your own self-awareness
  - Create and implement a lesson to increase classroom community
  - Engage your students in a discussion about perspective taking
  - Implement an activity that allows students to practice debate skills
  - Seek out additional resources
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- What are some strategies that you have used?

# Self awareness

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"As a Black woman, I'm always cautious because I know that the color of my skin is triggering for certain people." – Tiffany Johnson, Queens NY



# Self awareness activity

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If you can, try to think about the first time you remember being aware of yourself as a racial being. Identify a personal or professional experience that forced you to consider your differences from others. What did you think, feel, do or say?

What did you learn about yourself from this experience and how might that learning be translated to your work?



# Resources

<https://www.chalkbeat.org/2020/5/31/21276371/educators-tackle-tough-conversations-about-race-and-violence-this-time-virtually>

<https://www.bravecoalition.com/brave-conversations>

<https://www.srcd.org/research/addressing-inequities-education-during-covid-19-pandemic-how-education-policy-and-schools>

<https://culturallyresponsiveleadership.com/wp-content/uploads/2019/09/From-Safe-Spaces-to-Brave-Spaces.pdf>

<https://poorvucenter.yale.edu/FacultyResources/Diversity-Inclusion>

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/social-justice-lesson-plans/talking-about-race-and-privilege-lesson-plan-for-middle-and-high-school-students>

<http://www.edchange.org/multicultural/activityarch.html>

The Political Classroom by Diana Hess

# Upcoming PPEWebinars

*Free Webinar!*

**Using SEL and Culturally Responsive Pedagogy To Support Conversations Around Anti-Racism**

**PART I**  
**THURSDAY, SEPTEMBER 17**  
**3:00-4:00 PM**

**PART II**  
**WEDNESDAY, OCTOBER 7**  
**3:00-4:00 PM**

**Tia N. Barnes and Marika Ginsburg-Block**  
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**WEBINAR SERIES**

**Understanding Student  
Motivation for Online Learning**

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

**Teomara (Teya) Rutherford**  
Assistant Professor, School of Education  
University of Delaware



Thank you for  
attending!