

Unmasking Racism
in
Anti-Racism Education:



YOUTH MINISTRY

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AGGENDA

- 01 Recap Education Models
- 02 Curation: anti-racism curriculum components
- 03 Facilitation: anti-racism curriculum components
- 04 Checks and Balances
- 05 Q&A and Closing

Racism:

prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized.

- *Oxford Dictionary*

Anti- Racism:

the policy or practice of opposing racism and promoting racial equality.

- *Oxford Dictionary*

01

Recap

Traditional Learning Methods

Teacher-centered

Students are only learners

White leadership/governance

Banking methods and various colonized approaches

One-note (not intersectional)

Limited by extent of teacher's knowledge and beliefs

A la carte, palatable, comfortable

Politically, emotionally neutral

Textbook, academic based and supported

Engaged Pedagogy

Students and teachers = interchangeable

Experience carries authority

World is our classroom

Multiple teaching strategies embraced

Intersectional

Authentic voices = wisdom

All or nothing

Hard truths in love

Culture and oppression considered in teaching methodologies

01

Recap

holistic

~adjective ~ ho·lis·tic hō-'li-stik

relating to or concerned with wholes or with complete systems rather than with the analysis of, treatment of, or dissection into parts

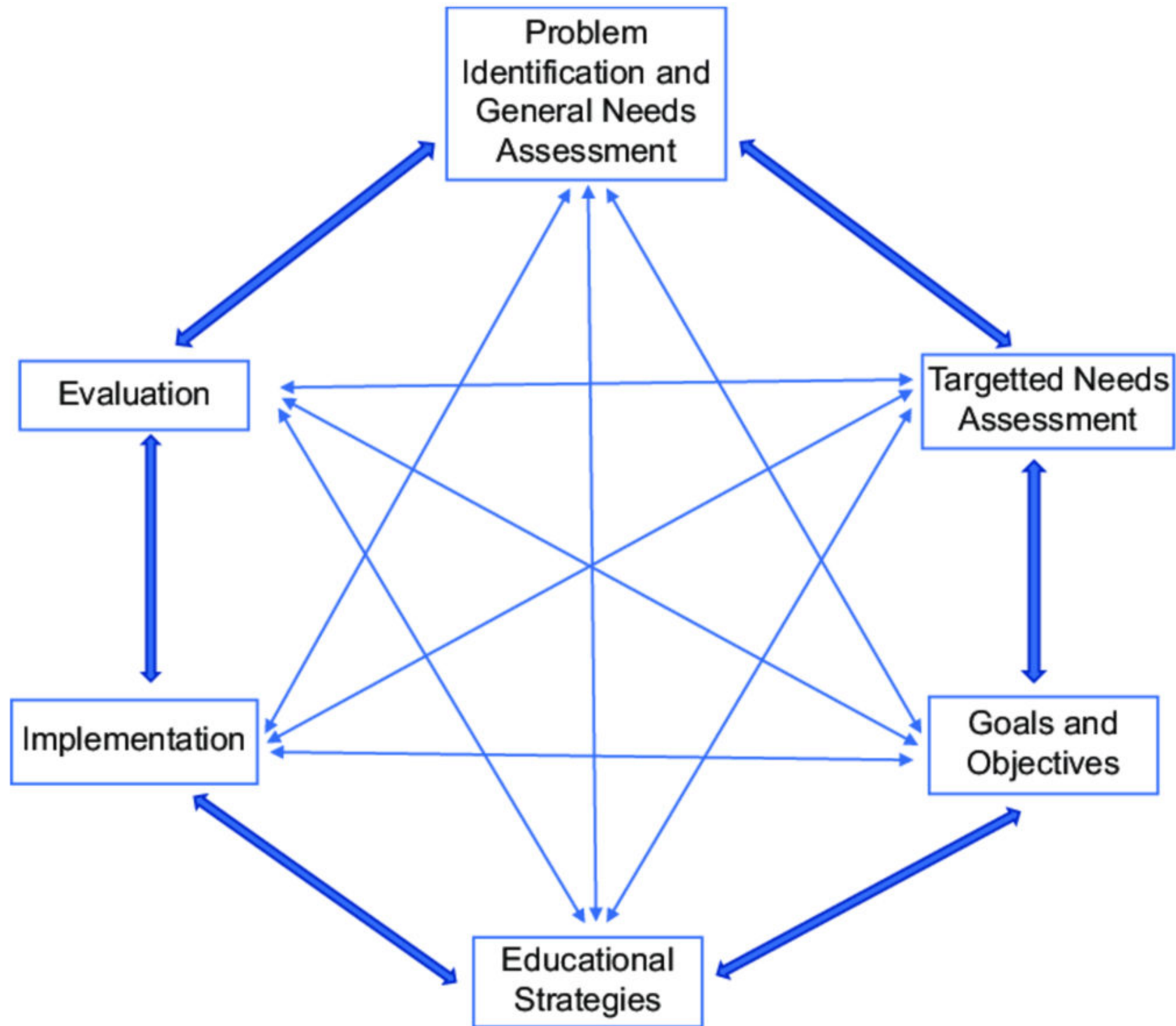


**Lived experience,
leadership, roles,
image, lens,
advocacy, modeling
= holistic**

***Matthew 5:39 - “..do not resist the one who is evil.
But if anyone slaps you on the right cheek, turn to
him the other one also.”***

01

Recap



The six-step approach to curriculum development , Adapted from Thomas PA, Kern DE, Hughes MT, et al. Curriculum Development for Medical Education: A Six-Step Approach. John Hopkins University Press; Baltimore, Maryland, USA; 2016.

02

Curation

What Is Culturally Responsive Teaching?

Culturally responsive teaching depends on a learning environment that affirms our students and helps them feel included, validated, valued, and safe.

The following elements are crucial:

- 1. A fundamental belief in the ability of all students to learn**
- 2. A wide range of curricular content**
- 3. Dynamic instruction**
- 4. Community involvement**



02

Curation

Curating (Anti-Racist) Curriculum Content

- **Open** (questions, curiosities, exploration)
- **Relevant**
- **Contextual**
- **Inclusive** (language, images, process)
- **Multi-faceted** (experience, perspective)
- **Transparent**
- **Truthful**
- **Interactive** (*relational*)
- **Introspective**
- **Intergenerational**
- **Community-centered**

02

Curation

Curating Anti-Racism Curriculum Content

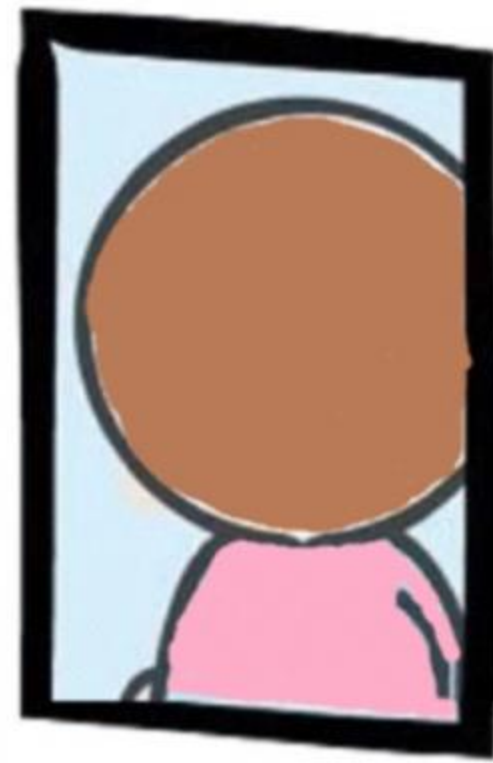
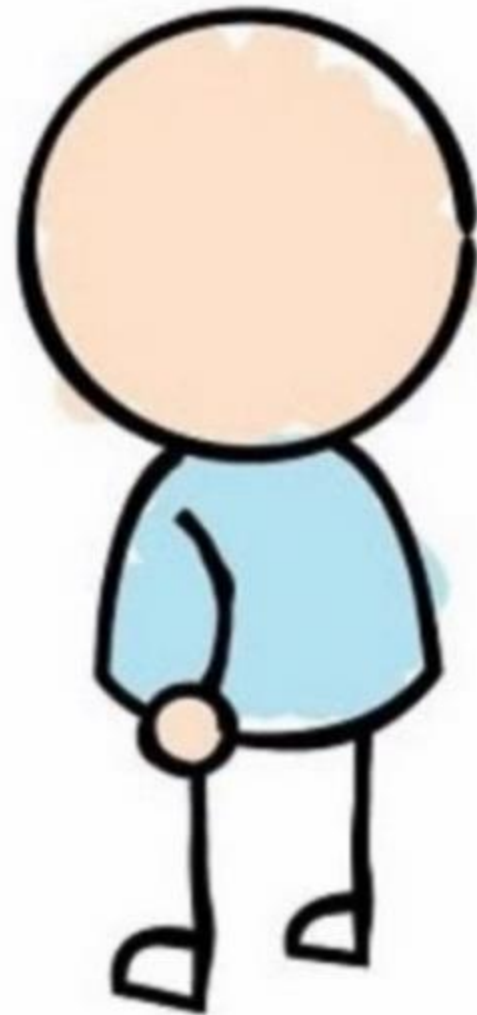
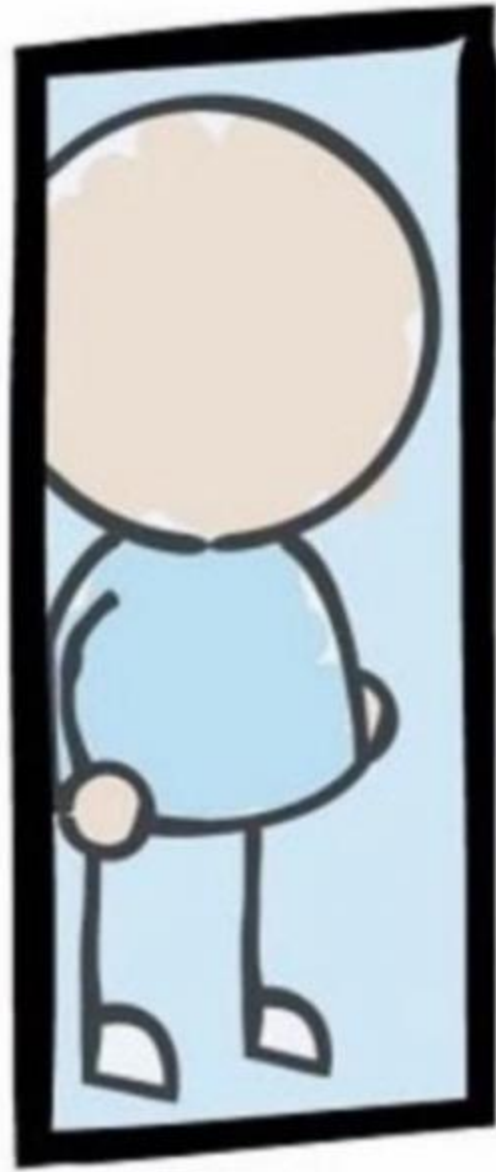
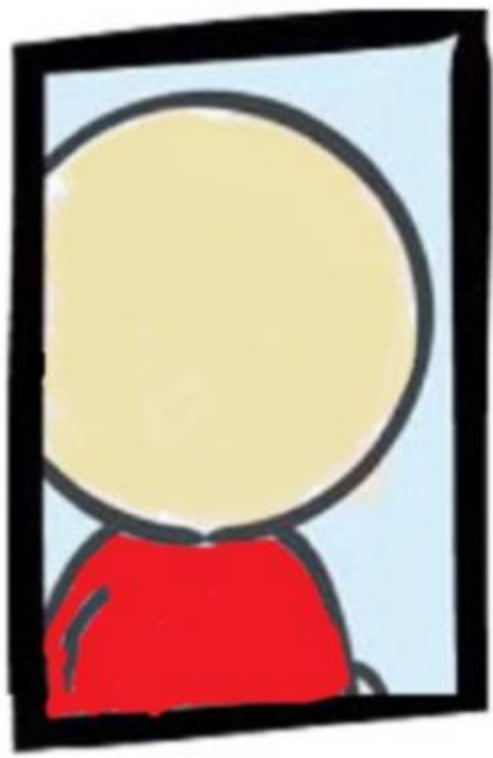
“Any radical pedagogy must insist that everyone’s presence is acknowledged. That insistence cannot be simply stated. It has to be demonstrated through pedagogical practices. To begin, the professor must genuinely value everyone’s presence.”

– bell hooks, *Teaching to Transgress: Education as the Practice of Freedom*

- Any place where learning happens!
 - Anti-racism embodied BEFORE anti-racism shared
- Relationship is key!***
- Orgs with shared visions and/or beliefs - intersectional
 - Expect to innovate/supplement

02

Curation



03

“We read to see two kinds of worlds: our own, and the ones we can’t imagine. We read to see ourselves reflected, and to peek into other people’s lives. ... Our kids need to read about people not like them to expand their horizons and their empathy.” - Thalia KR

Curation/Facilitati

on

Facilitation (Methodologies)

“Anti-Racism Curriculum is the educational arena where content, its curation, and its facilitation are one and the same.” - JSB

- **“Mirror and windows” of representation, both current and future**
- **Trauma-informed**
- **Anticipatory, sensitivity of obstacles**
- **Solutions-driven - truthful, transparent**
- **Prioritizes relationship**
- **Incorporates underrepresented cultural ways of communication and learning (CC, ASL, Spanish, BHM)**
- **Explore underrepresented communities and curricula**



03

Facilitation

Facilitation (Methodologies)

“Anti-Racism Curriculum is the educational arena where content, its curation, and its facilitation are one and the same.” - JSB

- Places with intersections, *shared resources, curriculum, and leadership - ask them to review curriculum*
- Intergenerational
- Targeted and general, integrating a myriad of approaches
- Experiential (connecting data/content with experience) - praxis
- The world is the classroom.
- Expect to supplement/innovate
- Create/use a checklist



03

Facilitation

PAN:

P_{AY}

A_{TTENTION}

N_{OW}



***AVOID falling into the trap of making a SNAP JUDGMENT ~ creating a “story” about what you see.

- PAN the specific details and facts of what you see, feel, hear...
- Describe what you PAN without any assumptions, interpretations, conclusions, or prejudgments
- Notice the group memberships of people involved as you PAN, and describe the group memberships if this information is useful to the discussion...

- Intentionally observe and notice behaviors, comments, feelings, patterns of treatment...
- Wonder: Is this an isolated incident or a possible pattern of experience?

Adapted from materials developed by Elsie Y. Cross Associates, Inc. 1994 Delyte Frost, et al. Tracking™

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04

**Checks and
Balances**

IS CULTURALLY RESPONSIVE PEDAGOGY INCORPORATED INTO MY TEACHING?

LEVEL 0

No culturally or linguistically relevant materials were included in my class.

LEVEL 1: CONTRIBUTIONS APPROACH

Heroes, holidays, historical events, & discrete cultural elements are incorporated into class lessons.

- I linguistically code switch to establish rapport.
- I linguistically code switch, as needed, to facilitate understanding.
- I include major figures, contributors, or historical events from cultures other than the dominant culture into the lesson.
- I include cultural or artistic works (literature, music, visual and performing arts/artists) from cultures other than the dominant culture into the lesson.
- I include research contributions from cultures other than the dominant cultures into my lessons.

04

Checks and Balances

LEVEL 3: TRANSFORMATION APPROACH

The structure of the curriculum enables students to view concepts, issues, events & themes from the perspectives of diverse ethnic, racial, & cultural groups.

- I provide resources and instruction that enables students to view concepts, issues, themes and problems from several multi-cultural perspectives.
- I provide resources and instruction that enables students to view class concepts being studied from multiple perspectives, frames of references from various groups and various individuals within those groups.
- I infuse multiple perspectives, frames of references, and content from various groups and perspectives to extend students' understandings of the nature, development, and complexity of the society in which they live.
- I introduce the "canons" of my discipline and augment them to reflect the complex synthesis and interaction of the diverse racial/ethnic/religious/cultural elements that comprise our society.

LEVEL 2:

ADDITIVE APPROACH

Multicultural content, concepts, themes are incorporated to the lesson from multi-cultural students' perspectives.

- I include resources and texts that (e.g., reading, film, etc.) present multicultural perspectives in the lesson.
- I include lectures/discussions that present multi-cultural perspectives my lessons.
- I teach a unit that presents multi-cultural perspectives into my curricula.

04

Checks and Balances

LEVEL 4:
SOCIAL ACTION
APPROACH

Students make decisions on important social issues & take action to help solve them.

- My teaching encourages students to identify existing social problems or issues from multi-cultural perspectives.
- My lessons and assignments encourage students to gather pertinent data from multi-cultural perspectives on existing social problems or issues.
- My teaching encourages students to clarify their values and make decisions about existing social problems using multi-cultural perspectives.
- My teaching encourages students to take reflective actions to help resolve social problems.

“Few are guilty, but all are responsible.”

- Rabbi Heschel

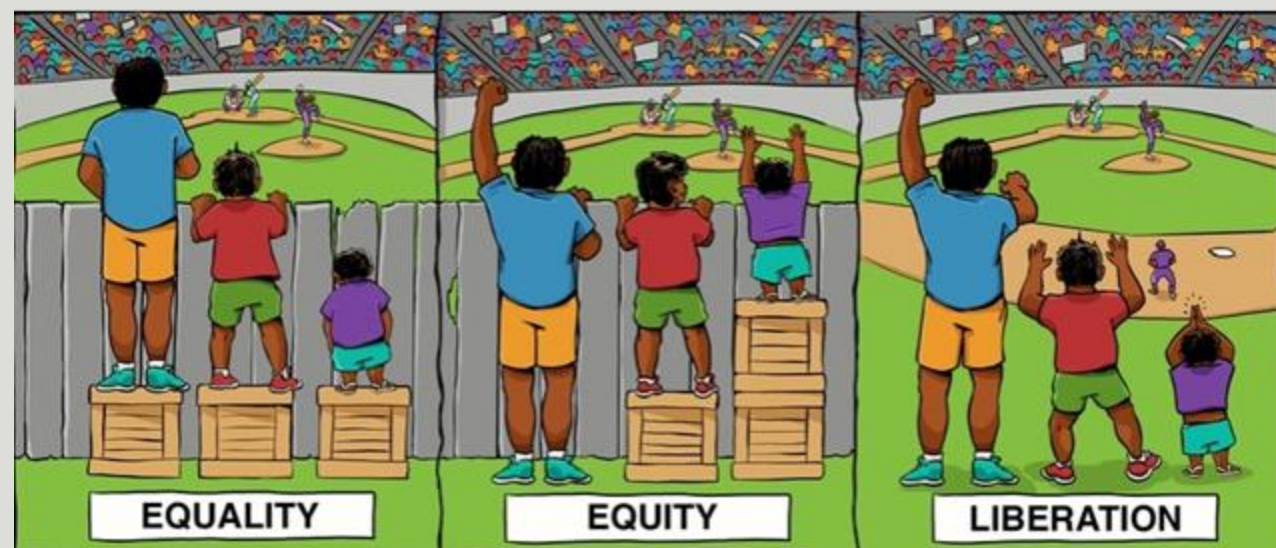
04

**Checks and
Balances**

As I teach, consider:

**Do I view my students through a deficit lens?
Or do I recognize the assets they bring?**

- How do I talk about my students' identities?
- How do I speak about the histories and cultures of groups other than my own?
- Are members, histories, and cultures of the non-dominant group characterized/represented through a deficit lens or with demeaning messages by me or through the resources I use?



04

Checks and Balances

Questions?

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THANK YOU!