



Know Your Why: Critical-Self Reflection Towards Critical Service-Learning

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Goals

1. Participants will articulate the importance of faculty, students and staff engaging in critical-self reflection as a prerequisite to civic and community engagement.
2. Participants will articulate the importance of building inclusive classroom spaces via the development of inter-group awareness and understanding.
3. Participants will learn about several protocols that support building supportive relationships and inclusive and anti-oppressive learning spaces.

Today's Agenda

- Student Voices
- Critical Service-Learning sans Critical Self-Reflection?
- Lessons from the Vincentians
- Inclusive & Anti-oppressive Practices
- An Invitation

Signs of the Times



Critical Service-Learning: *A Priori* or *A Posteriori*?

“Addressing...logistical issues precedes the skills needed to facilitate deeper discussions and learning that guide students to challenge existing structural and systemic social problems (Mitchell, 2008).”

The Vincentian Charism



Serving With vs. Serving For

Paradigm	Serving With	Serving For
Approach towards Marginalized Communities	Each community boasts a unique combination of assets (individuals, associations, institutions, physical space) upon which to build its future.	Viewing communities as a nearly endless list of problems and needs.
Approach to Service	I work alongside community members and their remarkable work to address the issues of our times.	I provide an invaluable service; without me and other experts, nothing could get done.
Approach to Relationships	I am here to deepen my understanding of the world, and myself, by dialoguing with others. I am changed by the relationship.	I am here momentarily to complete a task. I am here to save and change others.

Expectations

We are a community of learners:

- Speak and act out of respect, trust, openness.
- Share our understandings and questions.
- Go to the places of tension and the unknown.
- Be present and proactive in terms of communication.

Community Commitments



Foundational Norms

Stay Engaged

Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue” (p.59).

Experience Discomfort

Discomfort is inevitable, especially in dialogue about race; therefore, participants must make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness; in fact, divisiveness already exists in society and in our schools. It is through dialogue, even when uncomfortable, that healing and change begin.

Speak Your Truth

This means being open about thoughts and feelings and not just saying what you think others want to hear.

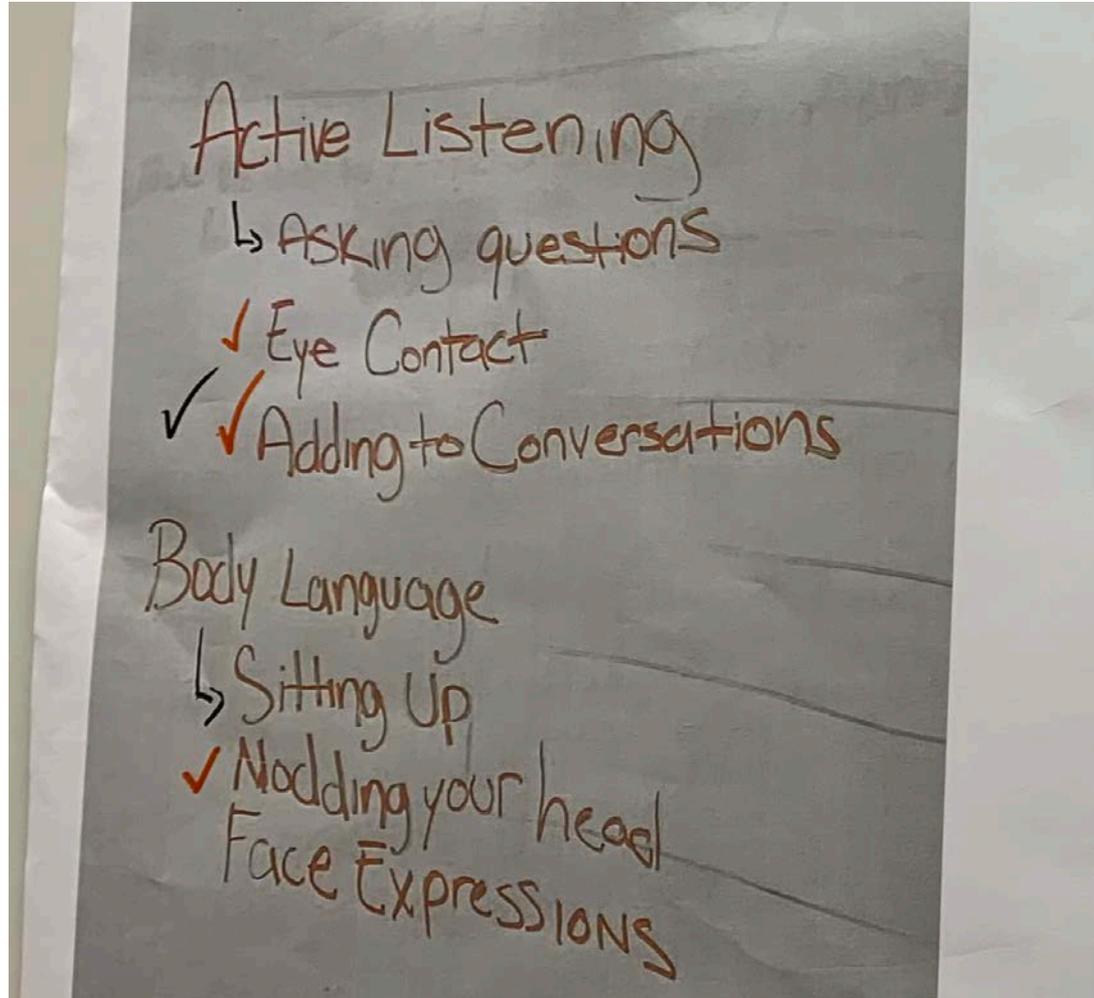
Expect & Accept Non-closure

This agreement asks participants to “hangout in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue (pp.58-65).

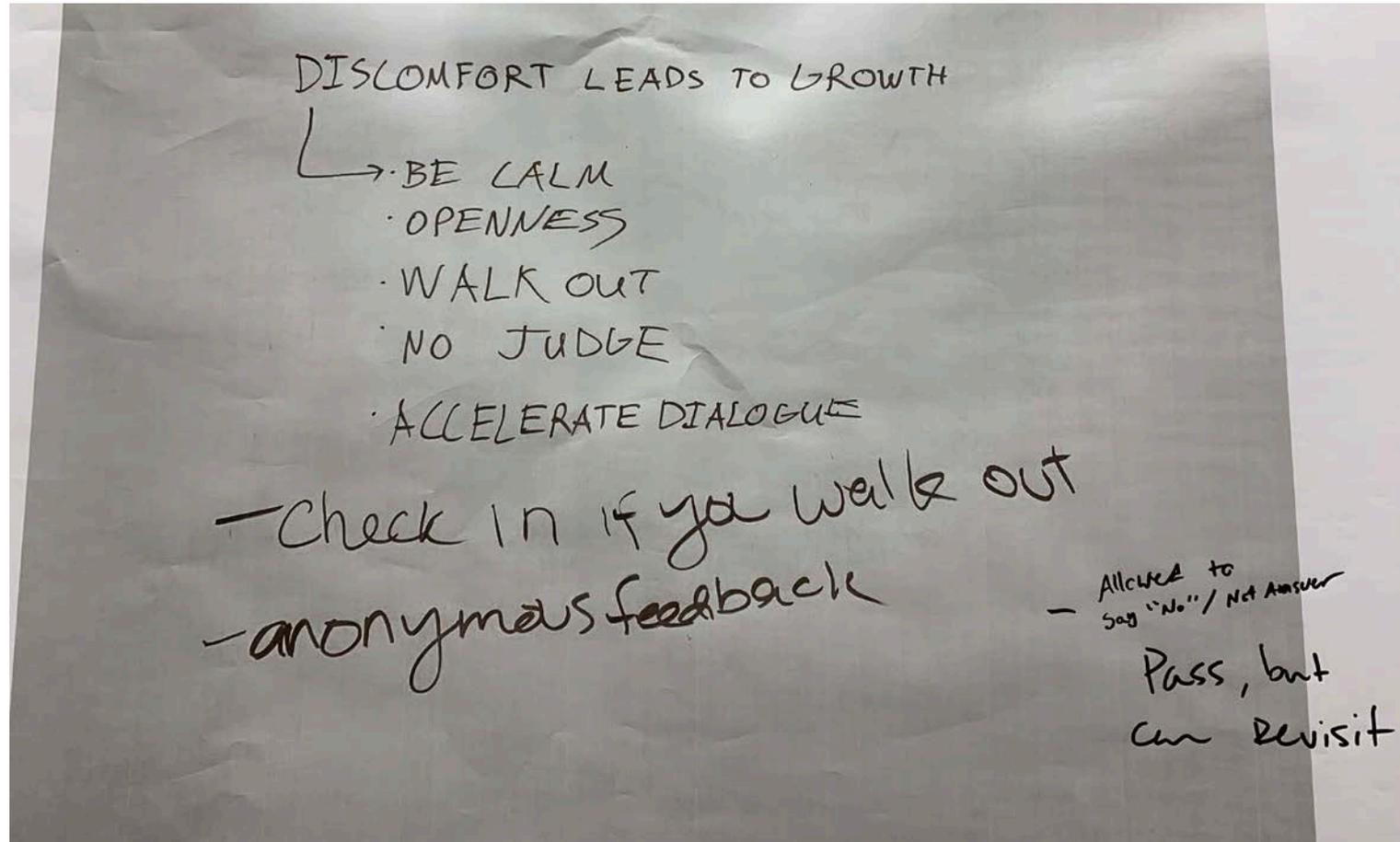
Think, Pair, Share

1. Share your understanding or clarifications:
What do these mean to you?
2. What commitments make these real in the classroom?

Stay Engaged



Experience Discomfort



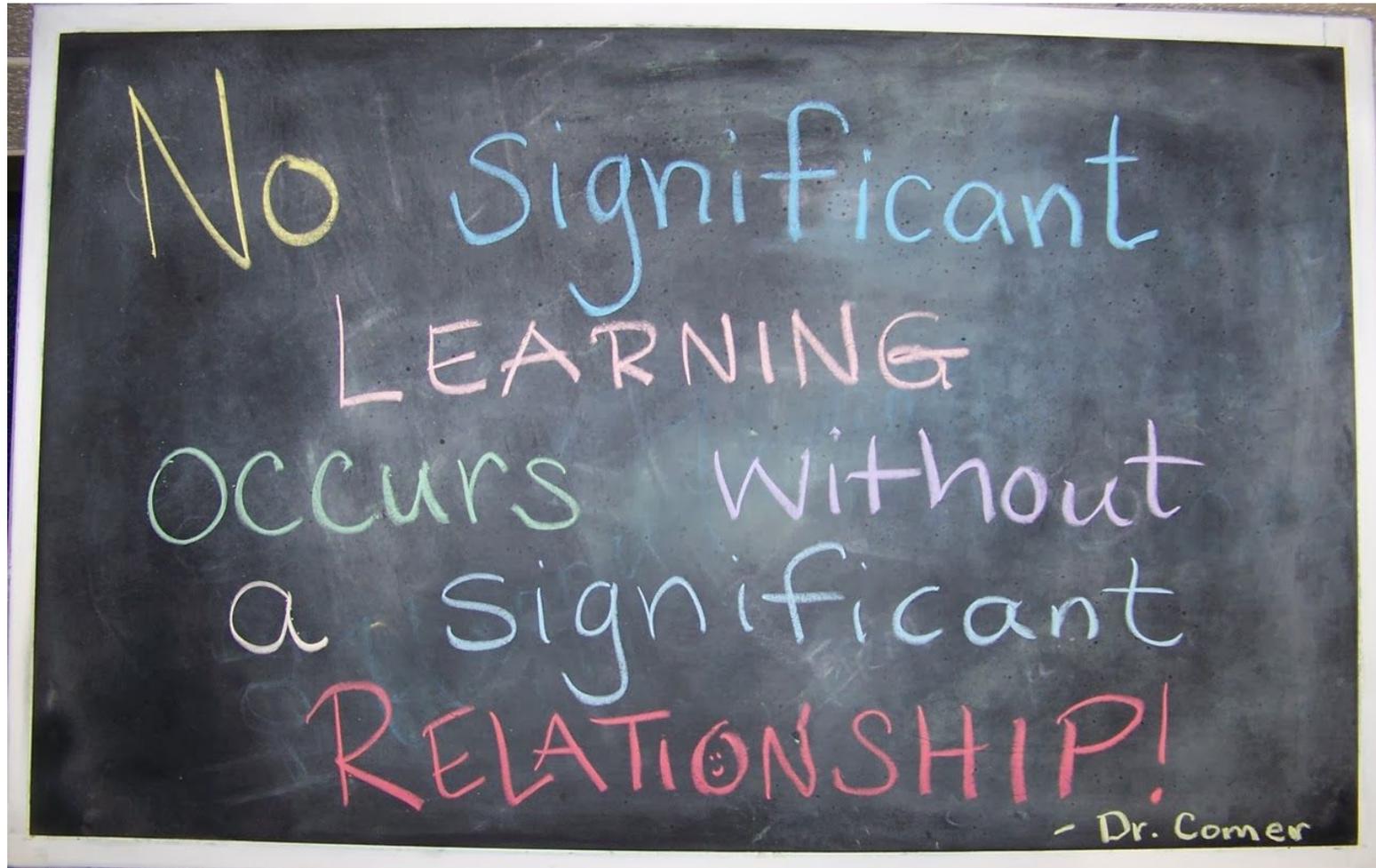
Speak Your Truth

- Speak your own Ideas.
- ✓ - Be open to other Ideas.
- Don't Be Rude
- ↳ Don't shout/yell or interrupt
- "I" Statements
- interrupt ≠ impact

Expect & Accept Non-closure

- accept not every topic has closure
- listen to others opinions
- stay calm (Deep breaths, Count to 10, Step out of the room)
- keep topics/questions open ended → don't prematurely end the conversation
 - no "this is the answer"
- don't rush to an opinion w/o listening to everyone's input

Supporting Student Success



Student Survey

If I Don't Know You, I Can't Teach You.

Directions: In order to help me better design my lesson plans so that you learn and are interested in material covered, please fill out this short survey. I would love for you to be honest. **Don't worry about trying to impress me. The goal is to help me become a better teacher by getting to know you.**

3 areas in which I consider myself to be an expert: *(Not just in school)*

Three words that best describe me:

Many people think I'm _____, but I'm really _____.

It would help if you knew or understood this about me:

My main activity after school is...

I learn best when my teacher...

I learn best when I....

Ask your Mom/Dad/Guardian to describe you in 3 words

Ask your BFF to describe you in 3 words

School would be easier for me if...

I do well in this class/es _____

These are the people that can help me with my schoolwork:

This is where I usually do my homework/use the internet or study...

My favorite place in Chicago is...

When I'm upset or having a bad day, a teacher can help me by:

How would your former History or English teacher describe you?

Who is your hero? Why?

What is your ethnic background?

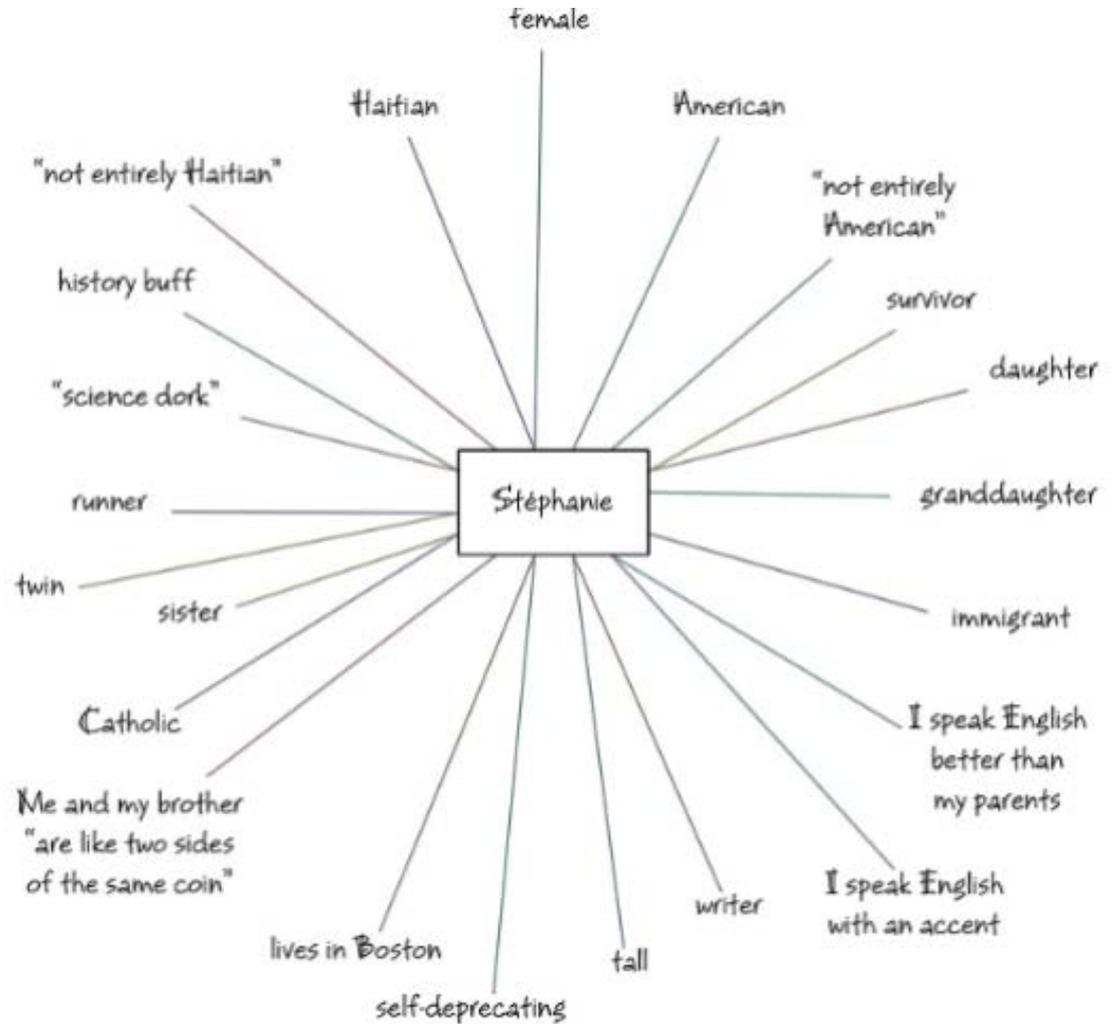
Does your family practice a religion? If so, which one?

What other language(s) besides English do you speak at home? Teach me a word (Keep it clean!) in your language. Write the pronunciation and meaning.

What is your definition of racism?

Identity Chart

Student Task Directions:
Consider, words, phrases,
and images to create an
Identity Chart for yourself.



Theme for English B

Theme for _____

Stanza 1:

The instructor said,

*Go home and write
a page tonight.
And let that page come out of you--
Then, it will be true.*

Stanza 2:

Describe who you are-
Where you went to grammar school
Where do you go to high school?
How you get home, what do you see, smell, hear, feel?
What is your home or your room like? Describe it using
your 5 senses

Stanza 3:

Describe what is true for you, be specific and detailed,
take a moment to reflect about What is true for your life
What you like to do?
What would you like for Christmas/Birthday?

Stanza 4:

What does being American mean to you?
What does your education mean to you?
How does your race affect this?

This is my _____ for _____.

The instructor said,

*Go home and write
a page tonight.
And let that page come out of you--
Then, it will be true.*

I wonder if it's that simple?

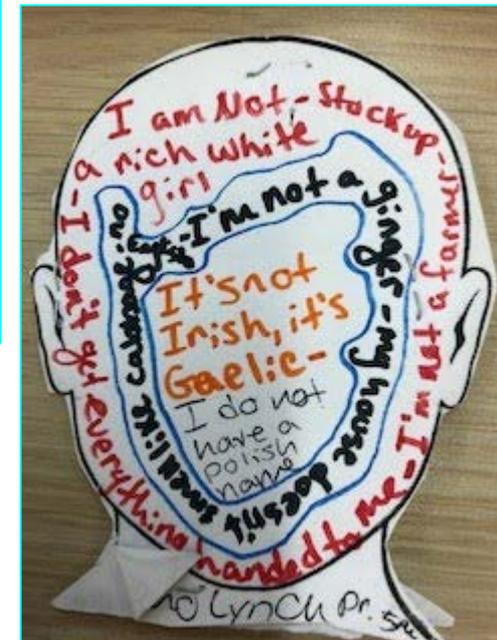
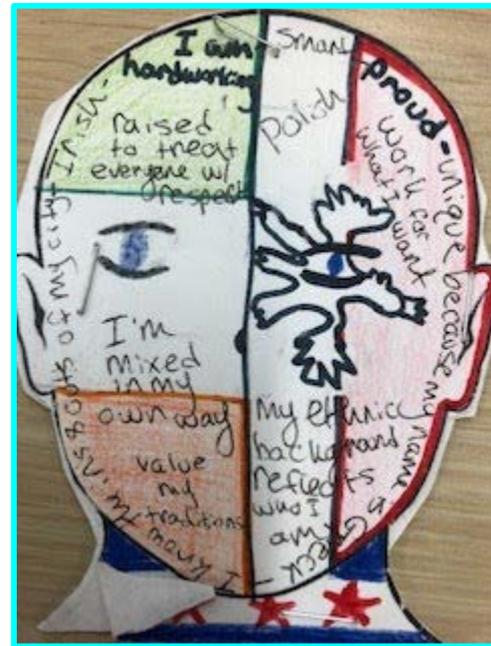
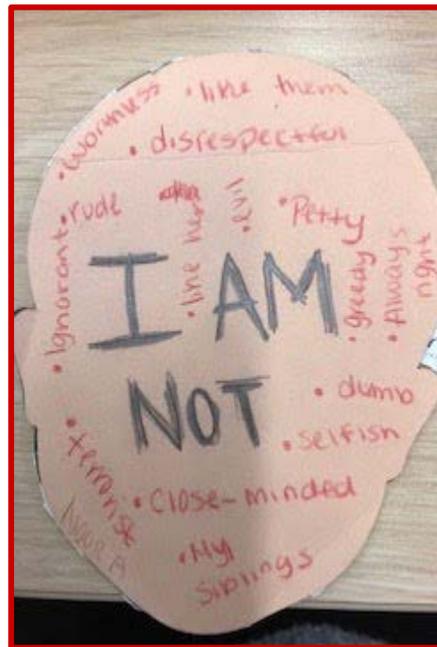
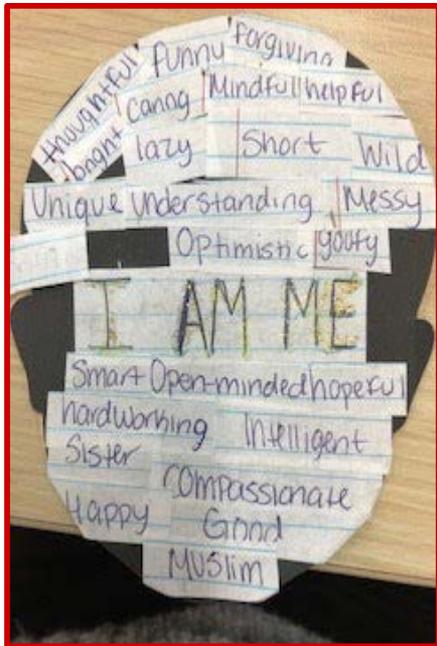
I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here
to this college on the hill above Harlem.
I am the only colored student in my class.
The steps from the hill lead down into Harlem,
through a park, then I cross St. Nicholas,
Eighth Avenue, Seventh, and I come to the Y,
the Harlem Branch Y, where I take the elevator
up to my room, sit down, and write this page:

It's not easy to know what is true for you or me
at twenty-two, my age. But I guess I'm what
I feel and see and hear, Harlem, I hear you:
hear you, hear me--we two--you, me, talk on this page.
(I hear New York, too.) Me--who?
Well, I like to eat, sleep, drink, and be in love.
I like to work, read, learn, and understand life.
I like a pipe for a Christmas present,
or records--Bessie, bop, or Bach.
I guess being colored doesn't make me *not* like
the same things other folks like who are other races.
So will my page be colored that I write?

Self-Portraits

Who Am I?

Who Am I Not?



The Invitation

1. What ways can you engage in critical-self reflection about your social-location and unconscious biases?
2. What inclusive practice or tool can you integrate into your next class?
3. Share those ideas with someone during lunch.

Additional Resources

Classroom Microaggressions: "Cambridge's Minority Reports: Volume 1 (2017)"

<https://www.youtube.com/watch?v=zV43Bw58jSQ>

Compelling student testimonial about microaggressions in the classroom and their impact on students' social-emotional and academic wellbeing.

"A Look at Implicit Bias and Microaggressions" in Edutopia March 29, 2019

<https://www.edutopia.org/article/look-implicit-bias-and-microaggressions>

Good primer on the concepts with links to counteractive resources.

Caring, Trusting, and Supportive Relationships (pgs. 8-12) in "How Students Thrive — Positive Youth Development in Practice," Designing New School Models, A Practical Guide: Springpoint Publishing 2016

https://www.springpointschools.org/media/2018/08/springpoint_how_students_thrive_-_positive_youth_development_in_practice_web.pdf

"This paper is an exploration of this first and most essential priority— designing schools around young people in order to support them on their developmental journey toward adulthood."

"Critical Practices for Anti-Bias Education" in Teaching Tolerance.

https://www.tolerance.org/sites/default/files/2017-07/PDA%20Critical%20Practices_0%281%29_0.pdf

"This critical practices guide offers practical strategies for creating a space where academic and social-emotional goals are accomplished side by side. It also provides valuable advice for implementing culturally responsive pedagogy and describes how teachers can bring anti-bias values to life."

Courageous Conversations about Race & Protocol Handout

<https://courageousconversation.com/>

<http://iel.org/sites/default/files/G10-courageous-conversation-protocol-overview.pdf>

"Courageous Conversation™ is our award-winning protocol for effectively engaging, sustaining and deepening interracial dialogue."

Thank You!



Education is freedom.

Paulo Freire

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