

Increasing Our Appetites for Social Justice

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FACILITATORS



Greg Myers

(Black) (he, him, his)

- Staff, Achievement Initiative Department, **Washtenaw ISD**
- Former Board Trustee, **Willow Run Community Schools** and **Ypsilanti Community Schools**
- Member, *Justice Leaders Network*, **Washtenaw ISD**
- Father of six



Lois McCullen Parr

(white) (she, her, hers)

- Facilitator, *Justice Leaders Network*, **Washtenaw ISD**
- Facilitator, “Doing Our Own Work: An Anti-Racism Seminar for White People” with *Allies for Change*
- Facilitator, *Racial Justice Institute*, National LGBTQ Task Force
- Mother of two

Honoring the First Peoples of this Land





Why “Appetizer?”



Workshop Agenda



- **Introductions & Acknowledgement of the Land**
- **Why “Appetizer?”** – setting the context and agenda
- **Ingredients** – our Guidelines
- **Setting the Table** – Community Building
- **The Chef Chooses the Cooking Method** – Four Levels
- **But I Have Food Allergies** – Implicit Bias
- **There’s a Hair in My Food!** – Microaggressions
- **A Well-Balanced Meal** – EJATT
- **Oral Hygiene: Floss Daily!** – the life-long journey
- **Hungry for More...**



Ingredients for our conversation

Guidelines



1. We are all teachers and learners
2. Take the learning, leave the stories
3. Practice “both/and” thinking
4. Be aware of “intent” *and* “impact” while attending to privilege
5. Be mindful of how much you are sharing; privilege the marginalized
6. Speak from your own experience
7. Expect & speak your discomfort & joy
8. Take risks, be brave, be vulnerable
9. Listen to learn, not to respond
10. Challenge the idea, not the person
11. Don’t freeze people in time...including yourself
12. Be present
13. Take care of yourself
14. Anticipate unfinished business



Moving Beyond Our Comfort Zone in Order to Learn





Setting the Table




Community Building



Find a partner you don't know: introduce yourself.

- When is the first time you had a teacher of a different racial background than your own?
- What did you learn about yourself in that experience?
- If you have not had such an experience, why do you think that is?
- What's the significance of this experience when it comes to education?



+ The Chef Chooses the
Cooking Method

Four Levels of Privilege, Oppression & Change

racism, classism, sexism, heterosexism, etc.

PREJUDICE	<div>Individual & Internalized</div> <div>values beliefs feelings</div> <div>[Implicit]</div>	<div>Interpersonal</div> <div>actions behaviors language</div>
	<div>+ POWER</div> <div>Institutional & Systemic</div> <div>laws rules policies procedures practices</div>	<div>Cultural</div> <div>“beauty” “truth” “right” “normal”</div>



But I Have Food Allergies

What is Implicit Bias?





There's a Hair in My Food!



What are Microaggressions?



FOR PEOPLE WHO STILL DON'T THINK



Microaggressions: Personal Reflection



- **Circle** the ones you have personally experienced.
- ★ Put a **star** next to the ones you have perpetrated.
- ✓ **Check** the ones you have witnessed.

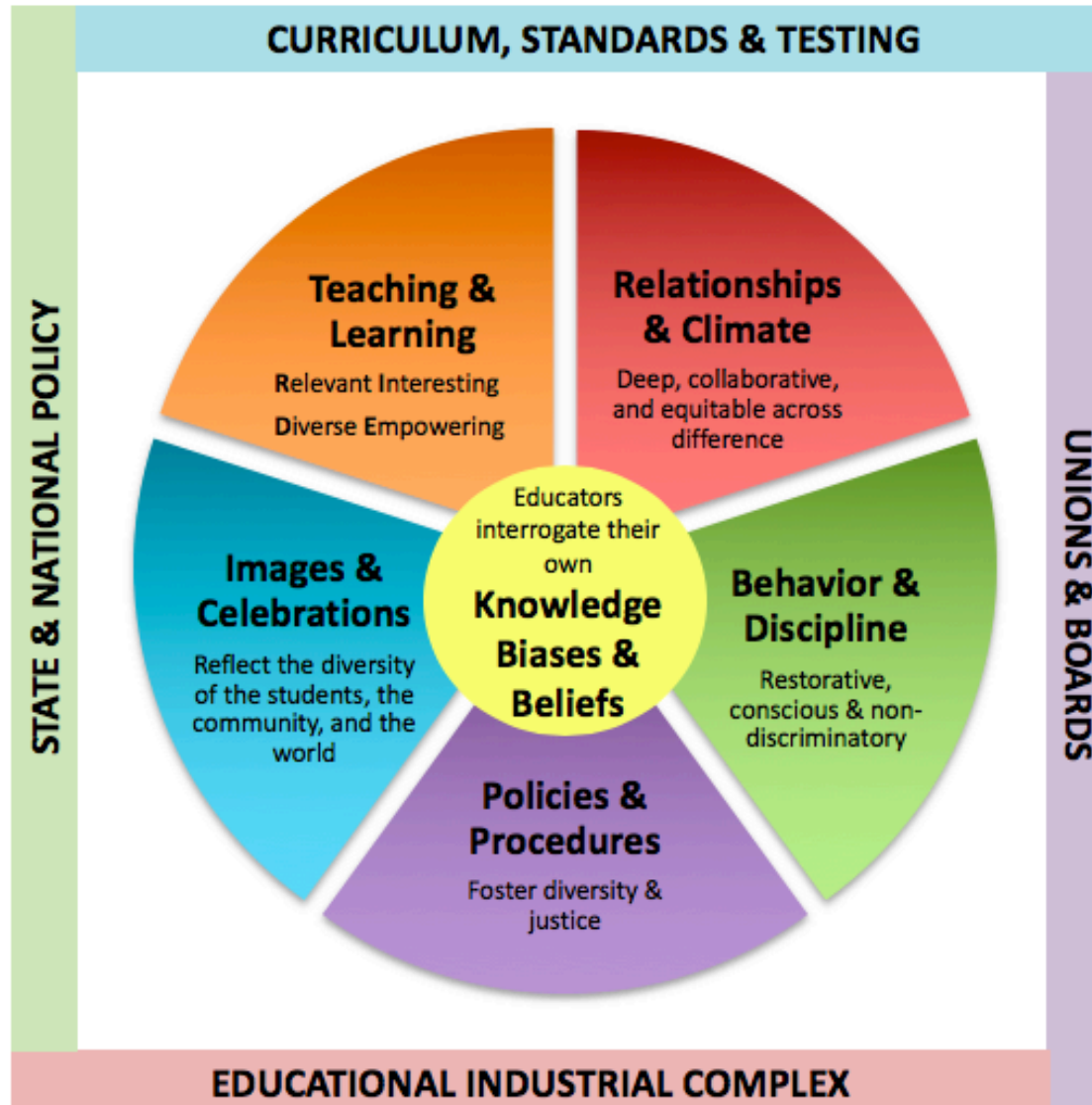
Add any additional common microaggressions you have experienced, perpetrated, or witnessed.



A Well-Balanced Meal

EJATT

Education Justice Assessment & Transformation Tool



+ Educators are working to deepen their own **Knowledge**, challenge their own **Beliefs**, and interrupt their own **Biases**

- I. Reflecting deeply about self
- II. Addressing gaps in knowledge
- III. Connecting social identities to practice



Social Justice cannot simply be something you do; it has to be who you are.



“Teachers expect students to care about school before they care for them, while students expect teachers to care for them before they care about school.”

- Angela Valenzuela, *Subtractive Schooling*

“I don’t teach subjects.
I teach students.”

- Ms. Frank



Oral Hygiene: Floss Daily!

Jay Smooth





Hungry for More



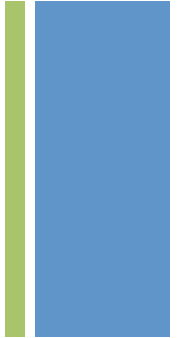
Evaluation, Closing & Next Steps



Please help us improve our practice – while these evaluations are anonymous, you are welcome to put your name and email on them...they won't be confidential, because we want to pass them along to the Marble Equity Team for future planning.



Evaluation, Closing & Next Steps



*After filling out the evaluation, please share around your tables **one** of the last three questions.*

- What is one thing you're taking away from today?
- What is one thing you want to learn more about?
- What do you see as a next step for yourself or for East Lansing?



Praise song for struggle, praise song for the day.
Praise song for every hand-lettered sign,
the figuring-it-out at kitchen tables.

Some live by *love thy neighbor as thyself*,
others by *first do no harm* or *take no more*
than you need. What if the mightiest word is love?

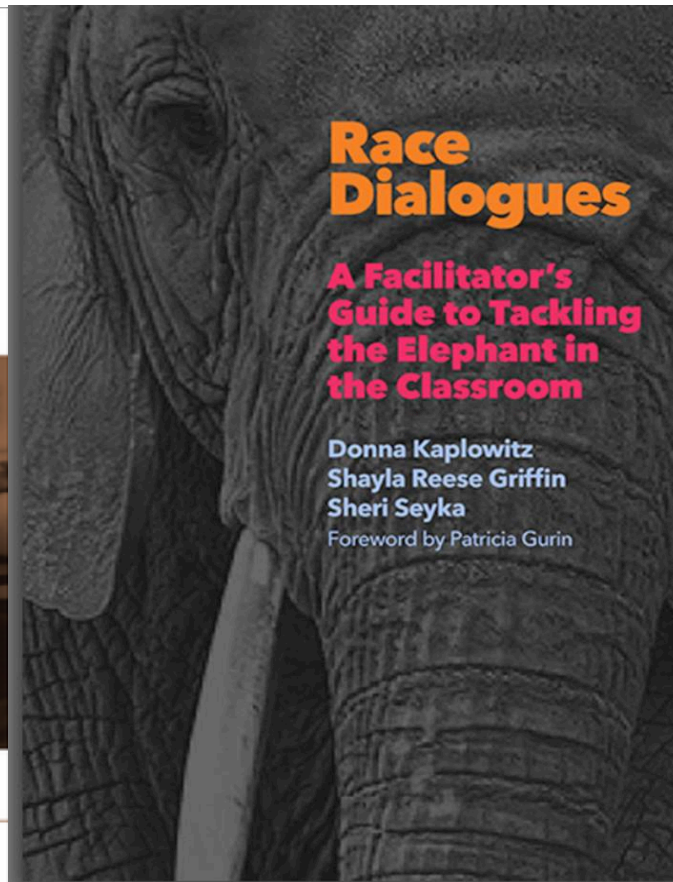
~ Elizabeth Alexander, "Praise Song for the Day"
A Poem for Barack Obama's Presidential Inauguration

THOSE KIDS, OUR SCHOOLS



SHAYLA REESE GRIFFIN

FOREWORD BY WILLIAM JELANI COBB



Race Dialogues

**A Facilitator's
Guide to Tackling
the Elephant in
the Classroom**

Donna Kaplowitz
Shayla Reese Griffin
Sheri Seyka
Foreword by Patricia Gurin



Our Colleague and Founder of
WISD Justice Leaders Network
author **Shayla R. Griffin, Ph.D.**

Follow the conversation on Facebook about race in schools @
Those Kids, Our Schools: Race and Reform in an American High School

Thank you!



Greg Myers & Lois McCullen Parr