Navigating the 7 C's: Add <u>C</u>ultural Competence, <u>C</u>ourage and <u>C</u>ompassion to the 4 C's of 21st Century Learning

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The **first peace**, which is the most important, is that which comes within the souls of people when they **realize their relationship**, their oneness with the universe and all its powers, and when they realize that at the center of the universe dwells the Great Spirit, and that this center is really everywhere, it is within each of us.

~ Black Elk

- Learn tools of deep listening, mindfulness and cultural competence – and apply these in various scenarios.
- Practice courage to engage in challenging conversations, including conversations with staff, through role-playing and story-telling.
- Recognize bias and diverse perspectives for engaging in challenging conversations.







Welcome! #SayMyName

Does your name have a story? OR: Do you know how you got it? OR: Do you have any "relationship" or feelings about your name?





P21 Framework for 21st CENTURY LEARNING 21st Century Learning

A unified vision for learning to ensure student success in a world where change is constant and learning never stops.



Learning and Innovation Skills: <u>Critical Thinking +</u> <u>Communication +</u> <u>Collaboration +</u> <u>Creativity +</u>

<u>Cultural</u> Competence, <u>Courage and</u> <u>Compassion</u> (*Empathy*) + Celebrate (?)

Why do we need more than the 4 C's?

- P21 4 C's model formed 2002.
- Climate in 2019: Resurfacing racism, diminishing democracy (threats to democracy), scarcity of jobs, rapid tech change (e.g., AI), climate change, more divided electorate, people not talking to others beyond their bubbles, 'fake' news and truthiness, dissatisfaction with status quo...
- Some say elections of US & UK were a failure of the electorate's ability to discern truth from fiction, to be manipulated by social media bots and foreign govt's with their own agenda. Ability to think with cognitive complexity, analytically has been weakened and this vulnerability results in the mess we see today. Inability to practice critical thinking.



"Icing on the cake" vs "The cake."

"We are living through one of the greatest inflection points in history."

-Thomas Friedman, Thank You for Being Late



If you're standing In the middle of an inflection point, you probably don't realize the dramatic change that is about to occur.





Source: "Thank You for Being Late," Thomas Friedman



Source: "Thank You for Being Late," Thomas Friedman

We are preparing students for jobs that do not yet exist, using technologies that haven't been invented, to solve problems we have never heard of.

It's less about the stuff you know, and more about agile thinking, curiosity, creativity, and developing a "global mindset." Can't afford to relegate these as "soft" skills/nice to have's.



Source: TheReconstructionists.org

YOU CAN't USE UP CREATIVITY. *HE MORE* YOU USE, HE MORE YOU HAVE. MAYA ANGELOU





The power of context, perspective, inclusion, imagination ...

- A metaphor: how tiny we are in this mighty universe.
- That we can toggle between looking at the big picture and getting in the weeds.







- It doesn't mean we don't matter. Details matter, people matter, our actions leave a trace.
- HYPER-LOCAL contributes to \rightarrow citizen of the world.
- Inclusion: Who gets to stay in the picture? Who belongs?



What problem do you want to solve?



"10,000 hours" start now...

Source: Thunderbird School of Global Management, Harvard Business Review

Two-thirds of teachers (63 percent), parents (63 percent), and Fortune 1000 executives (65 percent) think that knowledge of other cultures and international issues is absolutely essential or very important to be ready for college and a career. *MetLife Survey of the American Teacher: Preparing Students for College and Careers, Mar 2011*



Mindset or Skill sets?

MINDSETS:

- Intercultural empathy
- Passion for diversity
- Interpersonal impact
- Courage
- Resilience
- Creativity
- "Entrepreneurial" thinking

SKILL SETS:

- 5-paragraph persuasive essay
- Excel spreadsheets
- French/Spanish/Arabic grammar
- Analyzing a data set
- Website creation
- Conducting lab experiment
- Project management

Bottom Line: Mindset is what gets skill sets to STICK

New Mindsets, New Leadership



"Either-or" **Fixed Mindset** Scarcity "Global" threatens national Silos & Exclusive Tribal **Competitive/Zero-Sum** One size fits all/How we've done it **Filling DEFICITS** "Diversity" = nice to have (at best)

"And" **Growth Mindset** Abundance "Global" for long-term security Inclusive United Collaborative Creative **STRENGTHS-based** "Diversity" = vital to existence/moral imperative

YOU MIGHT BE BORN WITH BIAS; AND BRAIN REGISTERS HUMAN DIFFERENCE WITHIN .200 MILLISECOND BUT BRAIN'S NEUROPLASTICITY ALLOWS FOR:

Cultivating Curiosity

Moving toward the positive (from negative)

Growing in kindness, compassion and caring.

Pursuing transformational thinking.

Building new behavior habits.

Accessing higher levels of self-awareness.

Managing and even overriding networks that interfere with inclusive behavior/actions. Innovation, imagination, creativity flourish IF:

We feel psychological safety

3 SIMPLE TECHNIQUES TO BUILD *PSYCHOLOGICAL SAFETY* (THIS IS BY FAR THE MOST IMPORTANT CONTRIBUTOR TO INNOVATION — 5 YEAR STUDY BY GOOGLE)

- Frame the work as a learning problem, not an execution problem. Recognize there's enormous uncertainty and enormous interdependence, so that people speak up.
- 2. Acknowledge your own fallibility. Say things like "I may have missed something."
- 3. Model curiosity. This creates a necessity for voice.

From research by Amy Edmondson, Harvard Business School

S.A.V.E. COMMUNICATION MODEL — A PROCESS THAT SUPPORTS THE BRAIN WHILE STAYING IN CURIOSITY AND APPRECIATION

S.A.V.E. Communication[™] Model



Stop what you're doing and focus on the other person

Ask questions that encourage others to speak

Validate and don't interrupt

End with explicit positive regard

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TRY THE S.A.V.E. MODEL

 In pairs, one person share a brief, recent "meaningful" experience, OR a big, crazy (?!) idea.

- •The other person will role play being in the middle of doing work they must complete, when they are approached to hear about their colleague's experience...As the recipient of your colleague's trust:
 - Stop and focus
 - Ask questions that encourage
 - Validate and don't interrupt
 - •End with explicit regard

Leading with HEART (Is this the cake?!)

"Heart' comes from the Latin cor and points not merely to our emotions but to the core of the self, that center place where all of our ways of knowing converge intellectual, emotional, sensory, intuitive, imaginative, experiential, relational, and bodily, among others. The heart is where we integrate what we know in our minds with what we know in our bones, the place where our knowledge can become more fully human. Cor is also the Latin root from which we get the word courage. When all that we understand of self and world comes together in the center place called the heart, we are more likely to find the courage to act humanely on what we know." -Parker Palmer

Empathy – An essential learning tool

Start Empathy:



Equip Students. Transform Our Schools. Change the World.





Empathy: The Most Important Back-to-School Supply Empathy starts with putting yourself in someone else's shoes -- a key step in understanding perspectives that differ from your own. This isn't just a nice thing to do; it's an essential, active skill. It's foundational to embracing differences, building relationships, gaining a global perspective, conducting richer and deeper analysis, and communicating more effectively. This skill is about as "21st century" as it gets. And like a muscle, empathy gets stronger and stronger with practice and can be developed by any grade school child. This is the muscle that allows you to stand up for something, not just stand by.

3 Steps to Empathy

"Every life is a story. It's easier to understand someone when you know their story"



Step 1. Prepare

- Create a Safe Space
- Develop Emotional Competency
- Lead by Example
- Step 2. Engage
- Group Play
- Storytelling
- Immersion
- Collective Problem-Solving
- Step 3. Reflect & Act
- Identify Shared Values and Differences
- Instill Courage
- Enable Action

E: Eye-contact

M: Muscles of facial expression

P: Posture

A: Affect

T: Tone of voice

H: Hearing the whole person

Y: Your response

The Neuro-Biology of Empathy: A Guide for HOW to Practice Empathy (aka ABC's of Empathy)

edutopia

EDUCATION EQUITY

Creating an Inclusive Classroom

Being open to talking about race helps foster safety and unity in a multicultural classroom. Here are nine tips to help you prepare.

By Homa Tavangar

November 8, 2017



SUMMARY — 9 STEPS FOR BUILDING REAL INCLUSION (EDUTOPIA, TAVANGAR)

 Focus on how you might personally experience deep empathy. (Build self-awareness on how/what you learn for deep discovery, empathy - humbly.)

2. Curate your newsfeed, engage, and listen. (Podcasts – Scene on Radio: Seeing White, influencers, #hashtags – #CleartheAir, #Educolor)

3. Build your social justice vocabulary. "White Supremacy"

4. Value stories and perspectives. (Students' stories & curated books; projects like OUT OF EDEN)

5. Display your class values prominently. (What do you stand for? What are the ground rules? Give #studentvoice.)

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SUMMARY — 9 STEPS FOR BUILDING REAL INCLUSION (EDUTOPIA, TAVANGAR)

6. When welcoming new students, learn to correctly say their name. (Visit or ask ahead of time!)

7. Practice visible learning routines. (e.g.: "See, Think, Wonder"; "Think, Pair, Share")

8. Build global competence. (Demonstrates collaboration, abundant thinking, removing silos)

9. Relax and focus. Use relaxation strategies centering in mindfulness prior to conducting difficult conversations.



Diversify class and personal reading lists – good for students, good for you... (Take a stand by your own example.)



PERSEPOLIS



TURNING OPPRESSION FOR WOMEN WORLDWIDE

Sheryl WuDunn



gabriel garcía márquez

one

hundred

vears

Katherine Boo behind the beautiful forevers LIFE, BEATH, AND HEPE IN A MEMBAI UNDERCITE



NEW YORK TIMES BESTSELLER









THE NAMESAKE





NATIONAL BESTSELLER

READING LOLITA



Herta Müller





an (unlikely) theory of globalization

FRANKLIN FOER

CHIMAMANDA NGOZI ADICHIE

AVTNON OF HALF OF A VELLOW BUN

AMERICANAH

Author of The Prince of the Marshes

THE PLACES IN BETWEEN

"[Stewart's] encounters with Afghans are tragic, touching, and terrifying; they all have the ring of unembellished authenticity.. A mature debut, and an intelligent and illuminating introduction to this fascinating, unfortunate country."-THE DAILY TELEGRAPH



Angela's



McCourt Author of Tis and Teacher Man

HOW MIGHT YOU GO FROM DIVERSITY TO (DEEP) INCLUSION?

- Invited to the party
- Diverse kids are in the cafeteria
- Scholarships for deserving students
- POC, Women speak at diversity events
- You know everyone's name
- "DIVERSITY," "TOLERANCE"

- Asked to dance
- Diverse kids sit together in the cafeteria
- Genuine friendships across ability to pay
- POC, Women LEAD across the board
- You know everyone's concern/interests
- "COMMUNITY," "LOVE"

True Inclusion Addresses:

- Racism
- Gender identification
- Ageism
- Ableism
- Economic opportunity
- Sexuality
- and many more categories and combinations of marginalization.
(How) Do You Bring Your Whole Self?

Should I walk in the room and leave the gay out of the room, or leave the black out of the room? For most of my career I've had some variation of this question. I think the way to talk about being black and gay is to talk about being whole, being a whole being.

-Playwright Robert O'Hara



WHAT ARE THE STAKES? LACK OF BELONGING, LACK OF INTERSECTIONAL ACCEPTANCE = A FAILURE OF CRITICAL THINKING (EMPATHY) ON THE PART OF LEADERS:

- Professional opportunity and advancement are directly related to the implicit demand to cover at work. In other words, if individuals cannot be their authentic selves in their organizations, they will not be as engaged, will not thrive, and may in fact leave
- ...it is now time to widen the aperture to include a broader view of the richness of human experience.
- while Millennials are more diverse, they are less willing to use traditional categories of "diversity" to label themselves.¹⁶

(From Kenji Yoshino and Christie Smith, *Uncovering Talent: A New Model of Inclusion*).^{9,10}

To set a tone in class/school:

- <u>E</u>stablish: Everyone has intersecting identities.
- You wonder: How can this help inform inclusion?
- <u>Explore: Each</u> individual is more than we realize...





"Quiet" Techniques to Build Inclusion

- 30-60 seconds of silence after asking a driving question.
- Less busy, more mindful. Imagination is at the center of thinking.
- Write their answers before raising had nothing formal, but see it before say it.
- Have students "brainwrite" over brainstorm.
- Visible learning techniques, like See, Think, Wonder; Think, Pair, Share...

" Quiet" Techniques to Build Inclusion

- Strong beginning REFLECTION
- Strong middle REFLECTION
- Strong ending REFLECTION
- What are best practices for strong reflection techniques? Another muscle-like skill to build.

Reinventing leadership with courage









Reflection on DAVOS 2018:

"The person in Davos who I thought exhibited the most leadership was Malala Yousefzai

... When the most mature leader around may be a 20 year-old university student, the world is in trouble."

(Nicholas Kristof, 2-time Pulitzer Prize winner, 30+ years at NYT, New York Times, Sunday, Jan 28, 2018)

Leadership Lessons from Malala

- TAKE A STAND: Malala had a cause education for all that she was focused on and willing to stand up for. This helped inspire others, and helped her find her voice.
- **FIND YOUR STORY**: Malala spent hours practicing how best to tell her story, so that others would want to join her.
- **BE YOURSELF**: She doesn't pretend she's the world's greatest authority on education, but she is honest and direct, and willing to share embarrassing/funny things about herself, so others can relate to her.
- **LISTEN WELL**: Since winning the Nobel Peace Prize, Malala uses her power to uplift others, and first asks them: What do you need? What do you want your future to look like? What can I do for you? Then uses her platforms to amplify their voices and causes.
- **CONSTRUCTIVE RESILIENCE:** Rather than focus on taking vengeance on the Taliban, she sought education for Taliban children, channeling her pain into something positive.





"People ask me what is special about my mentorship that has made Malala so bold and courageous, vocal and poised. I tell them, 'Don't ask me what I did. Ask me what I did not do. I did not clip her wings, and that's **all.**" - Ziauddin Yousafzai



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"Leave your pain here and go out and do magnificent things." Judge Aquilina



Greta Thunberg at Davos Schooling World Leaders



Guardian

How can you create structures, opportunities and episodes of Student Voice?

Cultural Competence is...

- Cultural competence is a key factor in enabling educators to be effective with students from cultures other than their own. (NEA)
- Cultural competence is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator's classroom. (NEA)
- Culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning, enriching classroom experiences and keeping students engaged. (Tolerance.org)

Global Engagement needs to be Culturally Responsive:

- "We must teach the way students learn, rather than expecting them to learn the way we teach." —Pedro Noguera
- This implies getting to know what students care about, what interests them, and "where" they come from (home environment, not just heritage). Seek "indigenous," authentic voices.
- How else do you show cultural responsiveness? What other values/principles are important to you?

the DIVERSITY deception

@growingupglobal | @ericdozier

DIVERSITY can become deceptive when divorced from REAL RELATIONSHIP.

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Wonkblog

Three quarters of whites don't have any non-white friends

By Christopher Ingraham August 25, 2014 💟



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Explain and Send Screenshots is sharing your screen.

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5 ESSENTIAL ELEMENTS of REAL RELATIONSHIP

How to Raise Racist Kids

- Step One: Don't talk about race. Don't point out skin color. Be "color blind."
- Step Two: Actually, that's it. There is no Step Two.
- Congratulations! Your children are well on their way to believing that <insert your ethnicity here> is better than everybody else.

(Reported in Wired Magazine based on findings in Nurtureshock by Po Bronson and Ashley Merryman)

How do you use your privilege? (Dr. Joy DeGruy)

See @shanavwhite... @growingupglobal

It's Not So Black and White: Discussing Race and Racism in the Classroom, By Dr. Beverly Tatum

- While it is necessary to be honest about the racism of our past and present, it is also necessary to provide children (and adults) with a vision that change is possible. Where can we find this vision? We can look for it in our history, we can create it with our colleagues, and we can demonstrate it in our classrooms.
- The Africans who were brought here as slaves were not just passive victims. They found ways to resist their victimization. All whites were not bad, and some black resisters found white allies. Concrete examples are critical.

Reading Tips

- For young children, examples can be found in picture books. E.g.: Faith Ringgold's Aunt Harriet's Underground Railroad in the Sky. This story is told from the point of view of a young black girl who travels back in time and experiences both the chilling realities of slavery and the power of her own resistance and eventual escape. White people are presented in the story as enemies (slave owners) and as allies (hosts on the Underground Railroad). This dual representation is important for all children, regardless of color.
- Jeanette Winter's book Follow the Drinking Gourd highlights the role of a white man and other white allies who offer assistance along the Underground Railroad.
- Encourage them to note examples of bias and stereotypes in their reading. Children can learn to question whether derogatory depictions of other people are stereotypes. They can learn to ask who is doing what in the story's plot, and why; who is in the role of leader and who is taking the orders; and who has been left out of the story altogether.

(B.D. Tatum)

Discussion Tips

- "When discussing a sensitive topic such as slavery, make sure all are treated respectfully as individuals. Follow the rule yourself, and don't allow children to be treated as if they represent an entire racial group." This helps overcome fear of offending.
- "When you feel uncomfortable or notice students squirming, acknowledge the discomfort. Let them know it is normal. You can say, "It is hard to talk about the time when there were slaves. It can make us all feel bad. Sometimes I feel _____." You can fill in the blank yourself; feelings of guilt or anger are common.
- Let students see themselves as agents of change and healing. Although slavery ended a long time ago, we still face racism today. By treating one another with respect, students are fighting racism.
- Don't allow children to be treated as if they represent an entire group.
- We must not insensitively sanitize the pain of those caught in the bind of oppression. We need to celebrate the strength of the human spirit to go beyond the roles of victim and victimizer.

(B.D. Tatum)

"By practicing *racial literacy*, we can learn to not be so fearful and learn to problem-solve together, rather than run away from conversations about race."- Howard Stevenson



Clarification of terminology also may result in heightened tension. What should you do?

On white progressives – *Intent versus Impact*

"I believe that *white progressives cause the most daily damage to people of color.*" Not only do these people fail to see their complicity, but they take a self-serving approach to ongoing antiracism efforts: To the degree that white progressives think we have arrived, we will put our energy into making sure that others see us as having arrived. Even the racial beliefs and responses that feel authentic or well-intentioned have likely been programmed by white supremacy, to perpetuate white supremacy. ...Yet, white people cling to the notion of racial innocence, a form of weaponized denial that positions black people as the "havers" of race and the guardians of racial knowledge. Robin DiAngelo, *White Fragility*

To break the cycle of harm:



Reality Check

- Ask person who identifies as Black: could a person you work with closely be racist (prejudiced, exhibiting implicit bias)? How about a white family member?
- Ask a person who identifies as White: How many of you would like to trade lived experiences/places with a Black person?
- Let's make racism visible. (Call it out. Call it what it is.) How can you use your position to do this?

But slavery was so long ago...





Median Family Wealth by Race/Ethnicity, 1963-2016

Source: Urban Institute calculations from Survey of Financial Characteristics of Consumers 1962 (December 31), Survey of Changes in Family Finances 1963, and Survey of Consumer Finances 1983–2016.

Notes: 2016 dollars. No comparable data are available between 1963 and 1983. Black/Hispanic distinction within nonwhite population available only in 1983 and later.

URBAN INSTITUTE

Median Net Worth of Households, 2005 and 2009 in 2009 dollars 2009 Whites \$113,149 Hispanics \$6,325 Blacks \$5,677 2005 Whites \$134,992 Hispanics \$18,359 Blacks \$12,124

Source: Pew Research Center tabulations of Survey of Income and Program Participation data

PEW RESEARCH CENTER

Racism Misconception vs Reality

Since CIVIL RIGHTS ERA, being a racist has been reduced to:

- Individual
- Conscious
- Intent

If you're a racist that means you're a bad person. This is a false good-bad binary. But most of racism is UNCONSCIOUS BIAS internalized as a result of a lifetime of socialization. Literally swimming in racist water. We have a racist worldview. We have been invested in it, so not seeing it is in our favor. It has served most of us well.

White fragility as a form of white racial bullying. We end up centering our discomfort. We make it miserable for the POC to talk to us about it. (Robin DiAngelo, *White Fragility*)

https://www.youtube.com/watch ?v=Bs2Fv3YiSFM



What it takes to be racially literate | Priya Vulchi and Winona Guo

69,858 views

Implicit/Unconscious bias might look like:

- Flesh toned crayon
- "My neighbor the Comcast executive..."
- "Students on scholarship..."
- "Sketchy" neighborhood, good neighborhood
- Good schools, Bad Schools
- Fundraiser formats
- What else...???

How can YOU convey the value of diverse relationships?

Did one person who loved, mentored or guided you ever convey the LOSS you might have experienced by living in segregation, without ongoing, authentic relationships with POC? Is the VALUE in those perspectives conveyed?

How do the narratives we tell function to deflect, deny, minimize?

- But I have lots of friends (family) of color.
- I don't focus on race.
- Why do we have to focus on color?
- I was taught to treat all the same.
- I'm just an individual. Why can't we just be individuals?
- Does it seem like the mention of racism is more offensive than the fact or practice of it?



Racial Literacy: The ability to READ, RECAST, RESOLVE stressful situation OR: On an individual level: Sustained study + struggle + focus...

- I'm not prejudiced!
 - Everyone has prejudices, including me. It's part of societal norms, media messages, and institutions. Acknowledging personal and institutional bias/prejudice is a first step to undoing them.
- Just tell me what I can/have to do!
 - There is no silver bullet! Dedicate yourself to a lifelong pursuit of the elimination of racism. This begins with your own education about racial identity, racism, and includes striving to eliminate racism in your own environment. It's your responsibility: sustained study, struggle, and focus is needed.

- Black people are racist, too.
 - Black people, like everyone else, have prejudices, but that doesn't minimize the work that white people need to do to address racism. (Don't allow the deflection of responsibility.)
- Slavery happened a long time ago. It's not my fault. & Why do we need to keep talking about race?
 - Our racial backgrounds affect our life experiences in important ways.
 - Talking about slavery may be embarrassing and uncomfortable, but ignoring it keeps people from understanding the consequences today. We have a responsibility to address what the legacy of slavery continues to do to African Americans and society generally.

- I have POC family/friends!
 - Even if you have family/friends of color, proximity is not enough to inoculate us. (Ask the POC family/friend.)
 - You cannot help but have internalized superiority if you were raised white in this country. Do you automatically ask the person of color to be on the equity team? Implicit (unconscious) bias is powerful!
- I was taught to treat everyone the same.
 - Not really. We aren't objective as humans. This indicates you don't know how socialization works. Our whole society is structured so that's not the case. If it were, how would our systems remain so unequal?

- I don't care if you're pink, purple, polka-dotted...
 - This is actually a very demeaning response, esp if you're the POC. No one comes in those colors. It conveys you aren't ready to engage with authenticity, or you don't "see" me.
- We are all one. Or: I'm a Progressive:
 - Denies our fundamentally different experiences and the reality of how race creates distinct life experiences. The insistence that we are all one doesn't allow us to face hard questions of that reality.



If Americans Can Find North Korea on a Map, They're More Likely to Prefer Diplomacy

By KEVIN QUEALY UPDATED July 5, 2017

Where is North Korea? Here are guesses from 1,746 adults: (<u>Read in</u> <u>Korean</u>.)



Just 36 percent got it right. Here are the countries they selected:

Optimistic...

As Integration Goes Up, Reluctance to Have Neighbors of the Following Groups Goes Down

Next, I'm going to read a list of various groups of people. If I read the name of a group that you would NOT like to have as neighbors, please say so. How about:

- Muslims
- · Immigrants or foreign workers
- Jews
- Christians
- Blacks



As "acquaintance" with various groups goes up, so does favorability...

American acquaintance and favorability of Muslims



→ Likewise, as we become familiar with foreign cultures, issues, challenges, we shed fear, gain curiosity.

"The first day or two we all pointed to our countries. The third or fourth day we were pointing to our continents. By the fifth day we were aware only of the Earth."

- Saudi astronaut on international space mission



"There are as many atoms in each molecule of your DNA as there are stars in the typical galaxy." –Carl Sagan, COSMOS



"Let neither (white, black) think that anything short of genuine love, extreme patience, true humility, consummate tact, sound initiative, *mature wisdom, and deliberate,* persistent, and prayerful effort, can succeed in blotting out the stain which this patent evil has left on the fair name of their common country." – Shoghi Effendi

Reflection Exercise – 30 min

- Brainwrite ~10 ways you might practice Cultural Competence, Courage, Compassion (Empathy), Creativity to enhance (transform?!) the intellectual, social, emotional, physical life of your school. (3 min)
- 2. At tables write every single one of the responses as a group on large sheets (5 min). Only don't repeat the redundancies.
- 3. Post on the wall and silently interact with the answers (check marks, notes, etc.) (5 min).
- 4. Interact with another person walking and reflecting on these (10 min).
- 5. Then shoulder to shoulder share one commitment/idea you leave with... (7 min)

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