

# Discussing Race in Mostly White, Rural Schools



Anneke Radin-Snaith and Nicole Green  
October 21, 2019  
12:15-1:00 p.m.

# Disclaimer

We are not experts!

This is a safe room.

To discuss this topic, we must be vulnerable and open to looking at ourselves and others in new ways.

---

# Where do you stand? (Barometer strategy)

Topics: Bias, Prejudice, Stereotypes

Procedure: Move along the continuum according to your opinion about the statements we present. Be prepared to share your thoughts as we proceed.

**Everybody has unconscious bias.**

**I can make objective judgements when I want to.**

**I am not influenced by the advertisements I  
see on TV or online.**

**There is such a thing as a positive stereotype.**

**People can turn off their prejudices if they  
really try.**

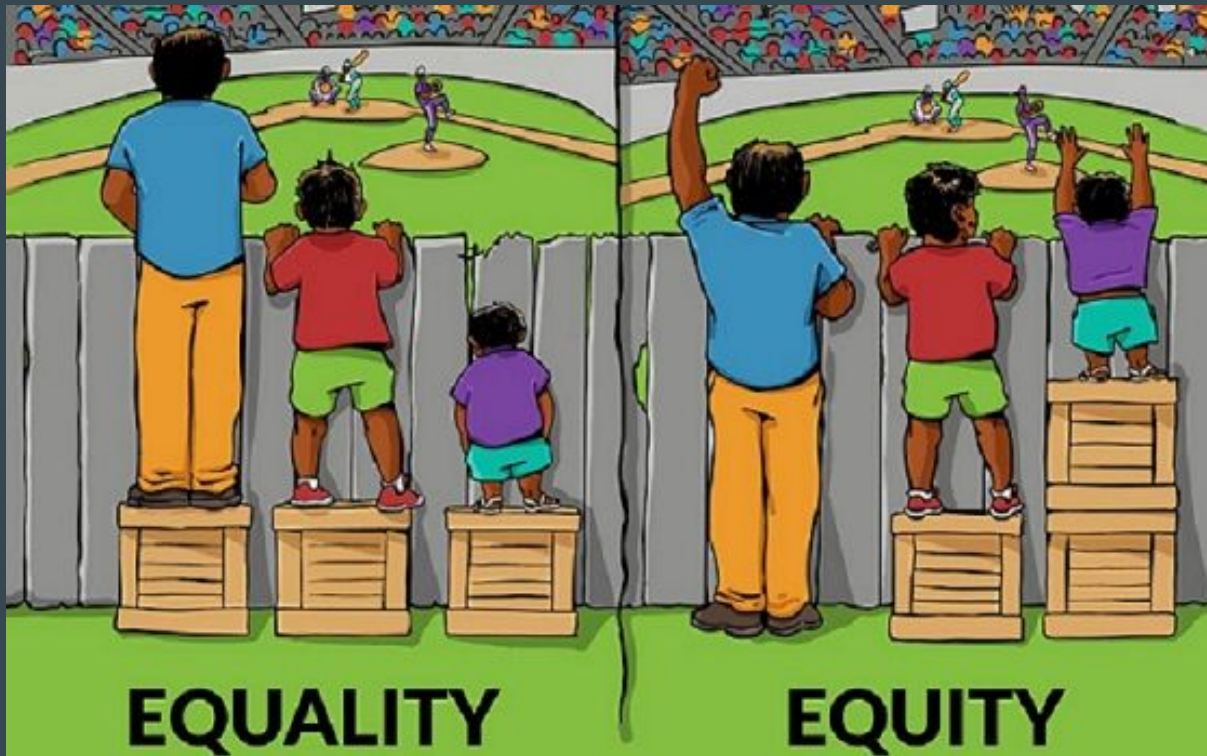


**Teachers and police should be completely unbiased.**

**A politician can only be successful if he/she  
relies on bias and prejudice.**

**The way to stop prejudice is to treat everyone  
the same.**

This is what equality and equity look like.



# Station Rotation Procedures

- Divide into four groups
- Choose a recorder
- Discuss the prompt for 3-4 minutes
- Recorder writes down what they share
- Group rotates, but the recorder stays
- Recorder shares notes from previous group
- Group chooses new recorder. Old recorder stays to add insight and expand discussion.
- Follow this procedure until four rotations are complete

## Station #1 Question

Some white people are quick to say they're "color-blind" or "treat everyone the same." Is this possible, particularly for a teacher? Is this practice equitable?

# Station #1 Quote Extension

“The research in implicit bias is very clear: we don't treat everyone the same. Any person who says this is telling me that they (1) don't understand basic socialization, and (2) are not self-aware. This is especially critical for teachers to understand. Students have different needs; they are part of a collective and also individuals, and this is the tension. How do I see you as the unique child that you are, while also understanding that you and I are both members of social groups that shape our lives' outcomes?” - DiAngelo

## Station #2 Question

How has racist messaging influenced your teaching in a white, homogenous setting? How can we unpack our own biases?



## Station #2 Quote Extension

“I think a lot of teachers just assume *niceness* is all that matters. But niceness is not anti-racism. Niceness is not courageous, it's not strategic, it's not intentional, and it isn't going to get racism on the table—or keep it on the table. There is this belief that if I'm smiling at my coworkers of color, I'm fine. If I'm for social justice—and who isn't for social justice?—I automatically *do* social justice. But no, it's really challenging, and it takes critical thinking, observation, humility, openness, and ongoing education because we are not trained how to do this. If you're in a progressive teacher education program, you might have one required multicultural course. And that is *not* enough. So you have to keep it going in the building. You have to have monthly film showings and discussions and study groups and reading groups and panels and affinity groups. You must never consider your learning finished.” - DiAngelo

## Station #3 Question

How do we provide diverse experiences/connections for our students?

## Station #3 - Quote Extension

“If I am not aware of the barriers you face, then I won’t see them, much less be motivated to remove them. Nor will I be motivated to remove the barriers if they provide an advantage to which I feel entitled.” - DiAngelo

# Station #4 Question

How do we have meaningful discussions about diversity in the classroom that help students acknowledge

- Their own biases?
- The valuable perspectives of others not represented in the room?
- The importance of taking action (no matter how small)

## Station #4 Quote Extension

“For those of us who work to raise the racial consciousness of whites, simply getting whites to acknowledge that our race gives us advantages is a major effort. The defensiveness, denial, and resistance are deep.” - DiAngelo

## Exit task

How can you begin or continue educating your students about implicit bias and the need to create positive racial change in your classrooms/schools?

**menti.com**

Please feel free to use any part of this slide deck!

<http://bit.ly/wflimplicitbias>



# Resources for Your Classroom

ACSD Article - [Robin DiAngelo on Educators' "White Fragility"](#)

Blog - [Teaching Bias: Where do you stand?](#) (Larissa Pahomov is an English teacher at Science Leadership Academy in Philadelphia, PA)

Book - *White Fragility: Why It's So Hard for White People to Talk about Racism*, by Robin DiAngelo

Website - [Harvard Implicit Bias Test](#)

Website - [Teaching Tolerance: Race and Ethnicity](#)