



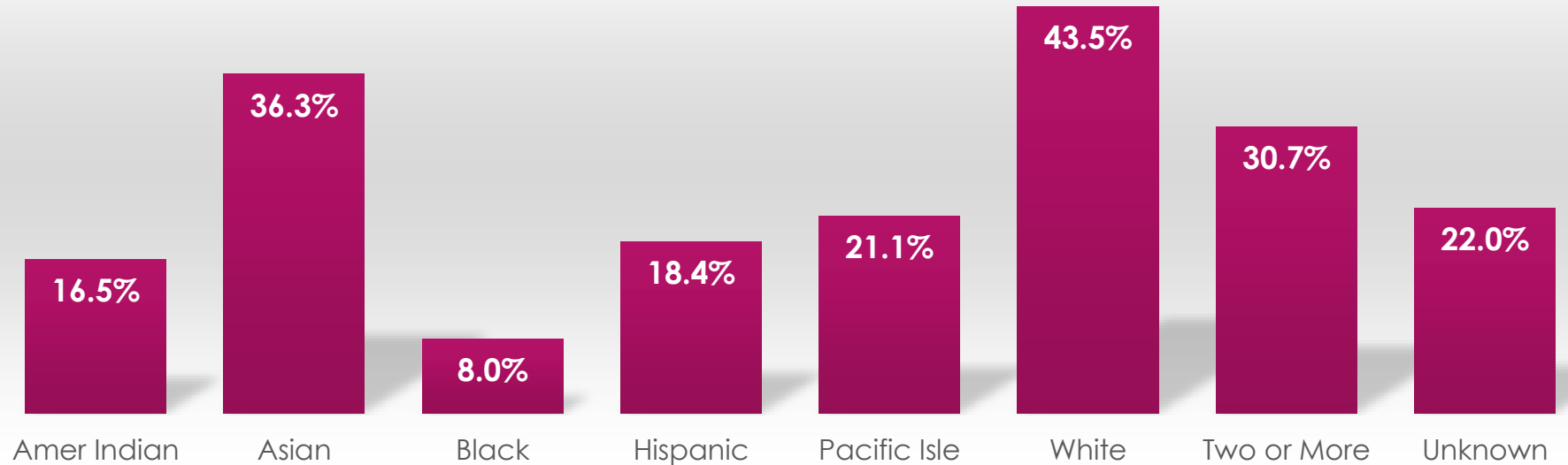
How to have **Courageous**
Conversations about
Race and Culture

WITHOUT BLAME OR SHAME

SARAH HESTRES

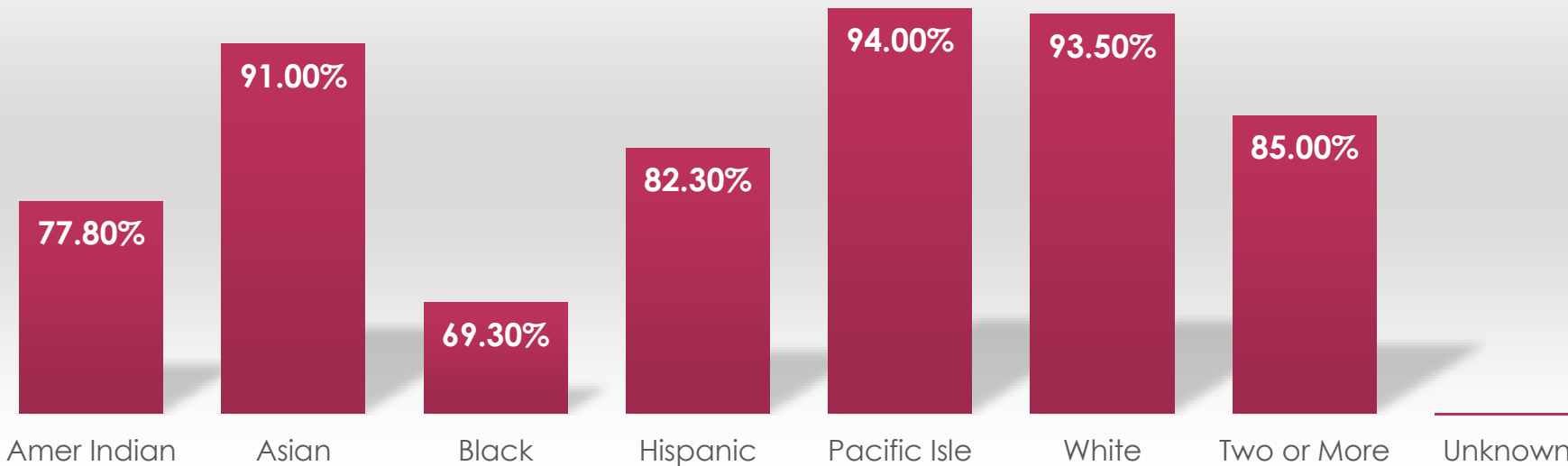
This sounds uncomfortable, why go there?

Proficient or Advanced ACT Scores 2018-19



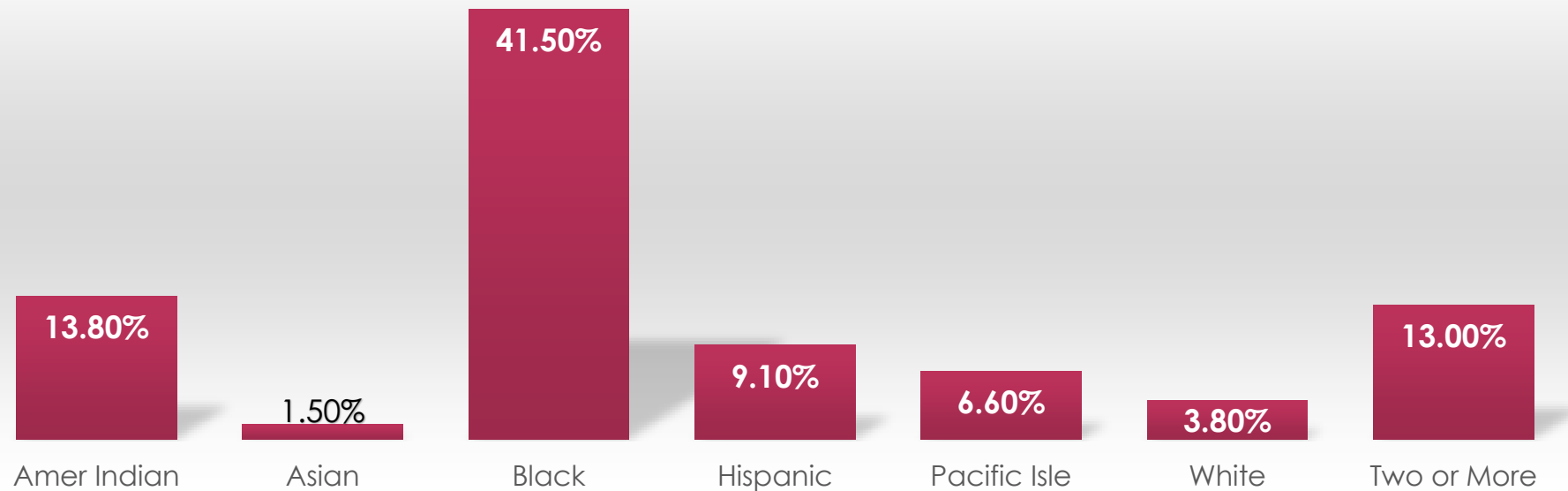
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2018 Graduation Rates (4-year Cohort)



So that's why we need to go there.

Out of School Suspension Rates 2017-18



So where do I start?

- ▶ Stakeholders need to be on board
- ▶ Educate yourself

How do I get stakeholders onboard?

- ▶ [School Equity Profile 17-18 school year.xlsx](#)



- ▶ https://www.livebinders.com/media/get_centered/MTcxNjc0ODY=

How do I educate myself?

- ▶ First and foremost reflect and be willing to be vulnerable
 - ▶ Write your own racial/cultural biography
 - ▶ Own your own biases
 - ▶ Recognize your privilege
- ▶ Go out and learn
 - ▶ Beyond Diversity I and II ([Thenetworkwi.com](http://thenetworkwi.com))
 - ▶ Social Justice (thenetworkwi.com)
 - ▶ African Heritage Emerging Students Leaders Institute
 - ▶ CCRTL (Center for Cultural responsive Teaching and Learning)
 - ▶ Put yourself “out there” Go to cultural events and places that you’ll feel uncomfortable

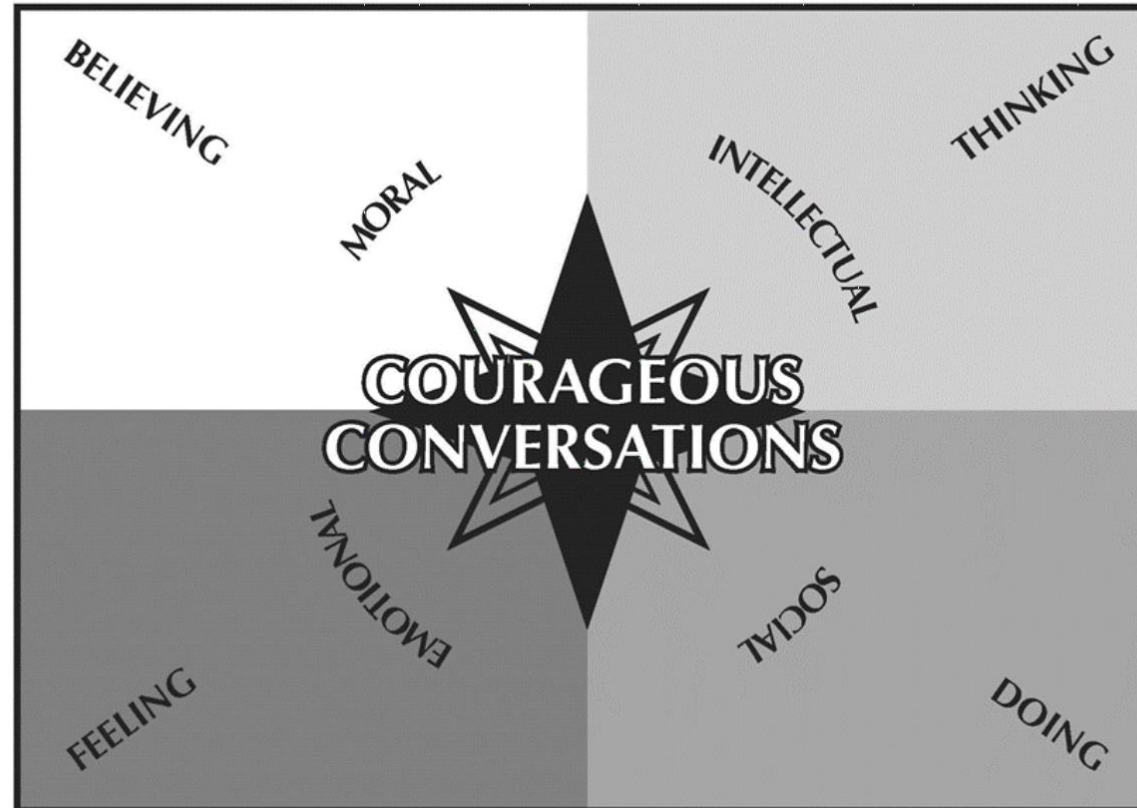
Ok, I've educated myself, how do I start with my school's staff?

- ▶ Create a “safe” space
- ▶ Have them write their own biographies
- ▶ Get rid of “isms”
- ▶ Consider ways that people approach this issue
- ▶ Set some ground rules that everyone can accept

How do we approach tough issues?

Courageous Conversation Compass

from Courageous Conversations about Race by Glenn E Singleton and Curtis Linton, Corwin Press, 2006



Ground rules? Can we commit....

Staying Engaged

- * Listening fully with our ears, eyes, and heart
- * Monitor your distractions

Speak Your Truth

- * Without blame and judgement
- * All voices and perspectives are welcome and honored

Expect/Accept Non-Closure

- * Be open to the experience and each other
- * Building relationships and equity/social justice work takes time

Experience Discomfort

- * Notice moments of discomfort and stay curious
- * We recognize that this is challenging work

The Wisconsin RtI Center/Wisconsin PBIS Network (CFDA #84.027) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this [product] and for the continued support of this federally funded grant program.

Ok, so I'm ready to go, now what?

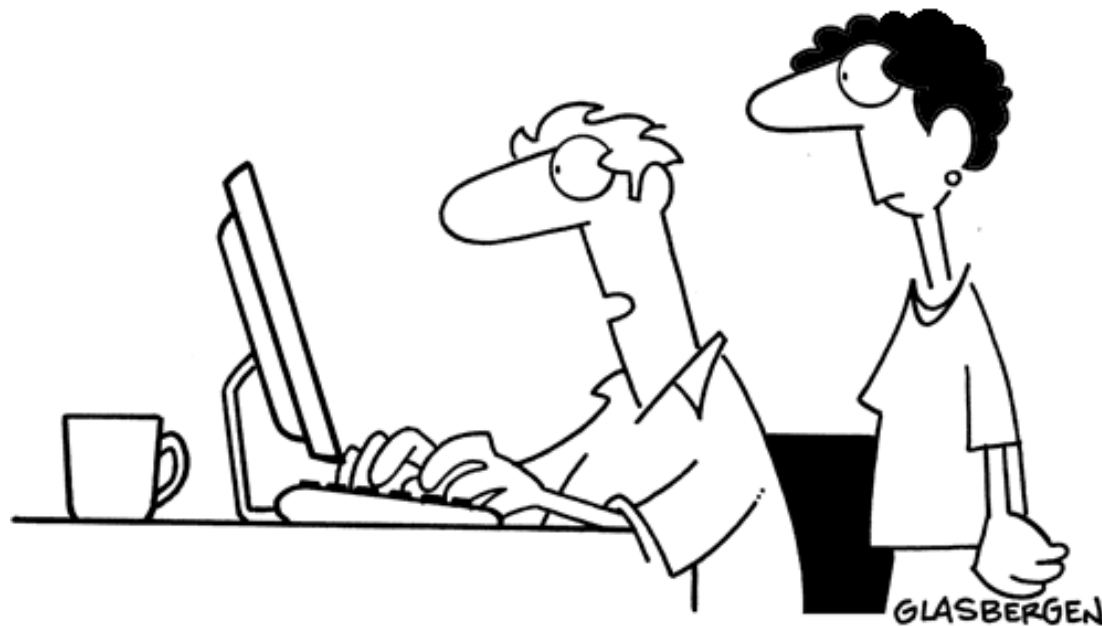
- ▶ Rings of Culture
- ▶ Racial/Cultural Autobiographies
- ▶ Iceberg Concept of Culture
- ▶ VABbing
- ▶ Where do we get our information?
- ▶ What is a 3rd option-avoiding binary thinking

Rings of Culture



Racial/Cultural Autobiography

Copyright 2005 by Randy Glasbergen.
www.glasbergen.com



“I’m writing about all the things I ought to do before I die. It’s my oughtobiography.”

Iceberg concept of culture

The Iceberg Concept of Culture

Like an iceberg,
nine-tenths of culture is below the surface.

Surface Culture
Most easily seen
Emotional level - low

Food, dress,
music, visual arts,
drama, crafts,
dance, literature,
language, celebrations, games



Shallow Culture
Unspoken Rules
Emotional level - high

courtesy, contextual conversational patterns, concept of time,
personal space, rules of conduct, facial expressions,
nonverbal communication, body language, touching,
eye contact, patterns of handling emotions,
notions of modesty, concept of beauty, courtship practices,
relationships to animals, notions of leadership, tempo of work,
concepts of food, ideals of child rearing, theory of disease,
social interaction rate, nature of friendships, tone of voice,
attitudes toward elders, concept of cleanliness, notions of adolescence,
patterns of group decision-making, definition of insanity,
preferences for competition or cooperation,
tolerance of physical pain, concept of "self",
concept of past and future, definition of obscenity,
attitudes toward dependents,
problem solving roles in relation to age, sex, class, occupation,
kinship, and ...

Deep Culture
Unconscious Rules
Emotional level - intense

Validate Affirm Build & Bridge

Validate: Making legitimate that which the institution (academia) and mainstream media have made illegitimate culturally and linguistically

Affirm: Making positive that which the institution (academia) and mainstream media have made negative culturally and linguistically

Build: Creating the connections between the **home** culture/language and the **school** culture/language through instruction (teaching necessary skills) for success in school and the broader social context

Bridge: Creating opportunities for situational appropriateness or utilizing appropriate cultural or linguistic behaviors

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I know I know!

I know I don't know!

I don't know what I don't know!

I don't know, but I believe I do!

<https://www.youtube.com/watch?v=XG1-9GXGAek>

Binary Thinking



Right

Wrong

Good

Bad

Us

Them

Is there a 3rd option?

Things I've learned the hard way

- ▶ You will find surprises
- ▶ Be wary of the stalling arguments and be prepared to keep things on track
- ▶ Remember even when people disagree with you, they have to be reflecting
- ▶ It's ok that you don't have all the answers

Questions?



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