

Session 1: Chapters 1 & 2

March 2nd, 2021

The Four Agreements

Courageous Conversations Protocol

To participate effectively in interracial dialogue about race, the first step is to commit to honoring and practicing the **Four Agreements of Courageous Conversation**.

Embracing these agreements will allow educators to engage, sustain, and deepen interracial dialogue.

1. Stay Engaged

- ⊗ This means remaining morally, emotionally, intellectually, and relationally involved in the dialogue
- ⊗ To stay engaged is to not let your heart and mind “check out” of the conversation while leaving your body seated at the table
- ⊗ Resist the natural inclination to move away from the conversation by disengaging

2. Speak Your Truth

- ⊗ Means being absolutely honest about your thoughts, feelings, and opinions and not just saying what you perceive others want to hear
- ⊗ To not speak our truth often leads to deeper confusion, mistrust, and misunderstanding
- ⊗ Speaking your own personal truth allows you to fully engage and develop your racial consciousness

3. Experience Discomfort

- ⊗ Means engaging in tough conversations that may make you feel uncomfortable
- ⊗ Agreeing to experience discomfort allows you to deal with the reality of race and racism in an honest and forthright way
- ⊗ This is how we “build muscle”, increasing our tolerance for discomfort so that we increase our ability to address the challenges associated with racial achievement disparity

4. Expect/Accept Non-closure

- ⊗ Committing to an ongoing dialogue
- ⊗ Rule out any possibility of discovering a “quick fix”
- ⊗ There is no technical solution

Opening Circle

Share one takeaway you hope to get out of participating in this book study.

Develop Group Norms

What do I need to feel safe?

- Assume positive intentions
- Stick to the 4 Agreements
- An environment where it is okay to be vulnerable

What do I need to feel challenged?

- Ability to have authentic and fluid conversation in the digital environment
- Consider smaller groupings (change groups each week)
- Allow for processing time when possible

Chapter 1: Climbing Out of the Gap

Looking at the 4 practice areas of culturally responsive teaching on pages 17-19, share which of the 4 practices are an area of possible growth in your school/department?

(Please mark this area in your book or another location for future reference).

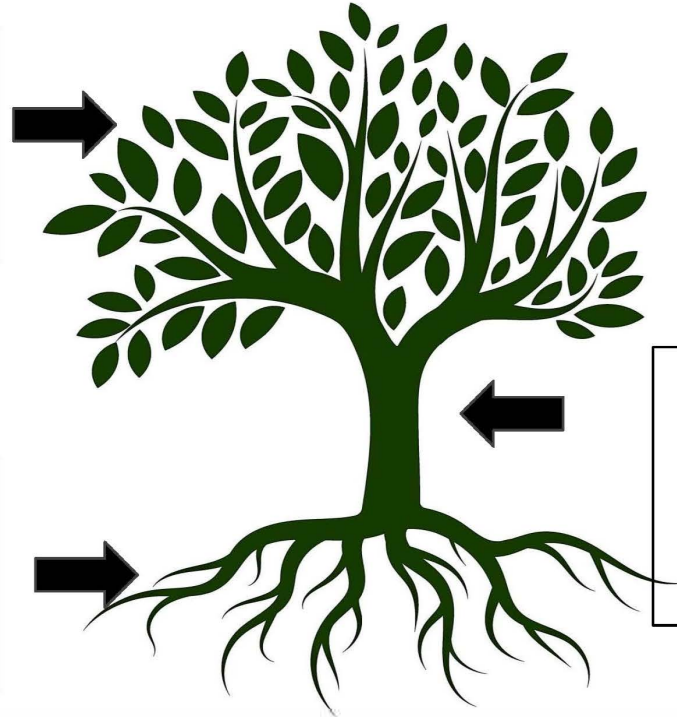
Chapter 2: What's Culture Got to Do with it?

Read the first paragraph on page 22 and start to think about developing your “culture tree”.



Building My Culture Tree

Surface-
Observable Elements
Food, Dress, Music,
Holidays



Deep-
Core beliefs, values,
collective vs individual
Ethics, Spirituality, Health

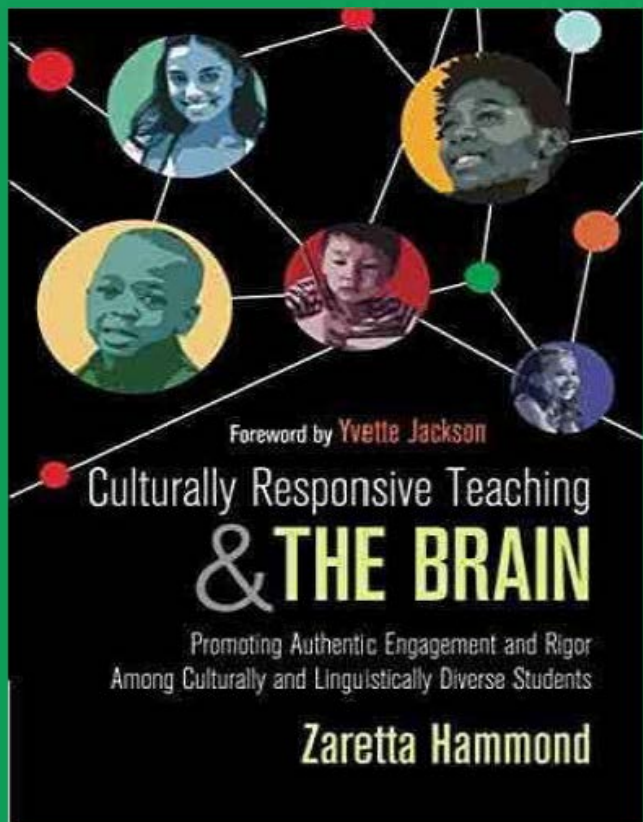
Shallow-
Unspoken Rules/Social Norms
Courtesy, Attitudes towards others,
Non-verbal Communication, Personal
Space

If Time Permits...

What is your biggest takeaway from Chapter 2?

For Next Session...

- HW for next session (Tuesday 3/16/21): Read Chapters 3 & 4
- Reminder: All meetings will be held virtually



Session 2: Chapters 3 & 4

March 16th, 2021

Four Agreements

1. **Stay engaged:** Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue” (p.59)
2. **Experience discomfort:** This norm acknowledges that discomfort is inevitable, especially, in dialogue about race, and that participants make a commitment to bring issues into the open. It is not talking about these issues that create divisiveness. The divisiveness already exists in the society and in our schools. It is through dialogue, even when uncomfortable, the healing and change begin.
3. **Speak your truth:** This means being open about thoughts and feelings and not just saying what you think others want to hear.
4. **Expect and accept non-closure:** This agreement asks participants to “hang out in uncertainty” and not rush to quick solutions, especially in relation to racial understanding, which requires ongoing dialogue (pp.58-65).

Norms We Established During Session 1

What do I need to feel safe?

- Assume positive intentions
- Stick to the 4 Agreements
- An environment where it is okay to be vulnerable

What do I need to feel challenged?

- Ability to have authentic and fluid conversation in the digital environment
- Consider smaller groupings (change groups each week)
- Allow for processing time when possible

Opening Circle

Share/read a favorite quote or one sentence from either Chapter 1 or 2.

Chapter 3: This is Your Brain on Culture

Pages 47-49

“Culturally Responsive Brain Rules”

- Read Aloud #1-#6
- Open Discussion:
 - Identify how the culturally responsive brain rules are (or are not) in operation in your building or department. What would need to shift in order to bring practices in line with the brain rules?

Chapter 4: Preparing to Be a Culturally Responsive Practitioner

- **Read Aloud: Volunteer**
 - Last paragraph before Figure 4.3 *“There are five elements...”*
- **(3) Breakout Groups**
 - Review Figure 4.3 (pages 65-66)
 - **Prompt:** Reflect and think about which of the “Threats” (column 3) is most commonly a trigger for you:
 - Identify the corresponding Element
 - Provide an example of when you have been triggered

Closing/Homework


* Go to www.menti.com,

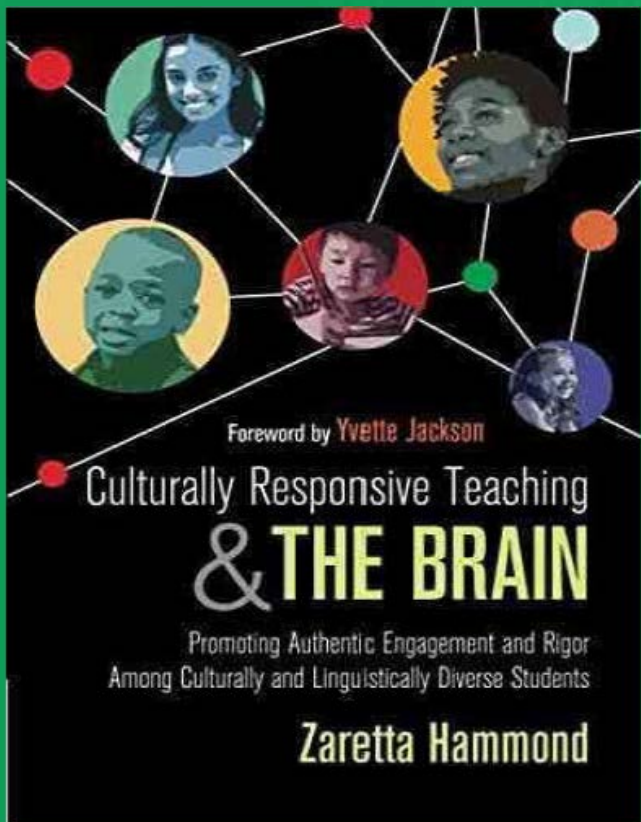
Enter code 6625 3783

HW: Read
chapters 5-7

Go to www.menti.com and use the code 6625 3783



Add a word to describe how you feel after attending the last two book study sessions. 



Session 3: Chapters 5, 6, & 7

March 23rd, 2021

Our Word Cloud



Chapter 5: Building the Foundation of Learning Partnerships

Trust Generators

- Refer to Figure 5.2 (page 79)
- Circle Share Out Round:
 - Share one example you have with one of the trust generators

Breakout Groups

The activities for Chapters 6 & 7 will be facilitated in three smaller breakout groups.

Chapter 6: Establishing Alliance in the Learning Partnership

Establishing Alliance in the Learning Partnership

FOCUS: Become an Ally to Help Build Students' Independence

- Becoming an ally means entering into a mutual pact with a student to make progress on a fundamental skill, like reading or information processing that is holding the student back, not just a focus on meeting standards
- An ally doesn't "preach" growth mindset, but instead offers a set of counter narratives to the dominant messages culturally and linguistically diverse students encounter throughout school and the larger society
- The role of the ally is to "push" the student into his zone of proximal development. This requires both care and push to avoid triggering an amygdala hijack

Circle Round:

What specific behaviors can you exhibit to show you are being an ally to your students/staff?

Chapter 7: Shifting Academic Mindset in the Learning Partnership

Fixed Mindset/Growth Mindset Activity

- Think of one student or colleague that you feel has a fixed mindset
- Without saying the student or colleagues name, briefly describe why you feel this person has a fixed mindset
- Choose 1 strategy you want to implement to help shift their mindset based on pages 115-118

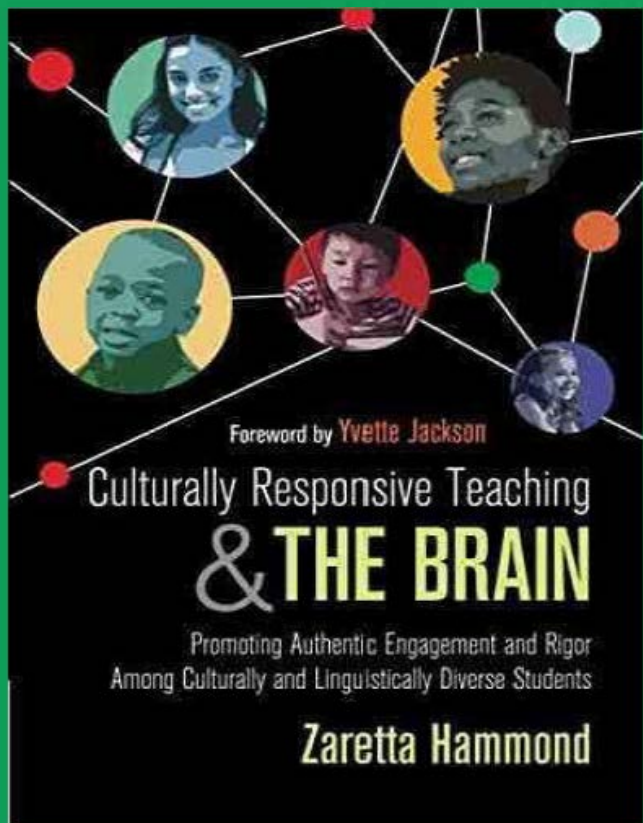
Closing Circle

Quote: “When Black people are hurting, white folks do a book study”.

How do you feel about this quote and in what ways can our book study be translated into action?

For Next Session...

- HW for next session: Read Chapters 8, 9, & Epilogue
- April 6th: Last Session



Session 4: Chapters 8, 9, & Epilogue

April 6th, 2021

Opening Circle

In thinking about reopening schools, what is one thing you have learned from this book that can be considered when reopening schools?

Breakout Groups

Chapter 8 Activities

Chapter 8: Information Processing to Build Intellectual Capacity

Ignite- Getting the brain's attention

Chunk- Making Information digestible

Chew- Actively processing new information

Review- Having a chance to apply new learning

#1: When looking at the four macro level instructional strategies, think about one strategy and connect it to an instructional practice that you have witnessed in your building. Identify how the strategy connects and enhances culturally responsive teaching and learning.

Chapter 8: Information Processing to Build Intellectual Capacity

Ignite- Getting the brain's attention

Chunk- Making Information digestible

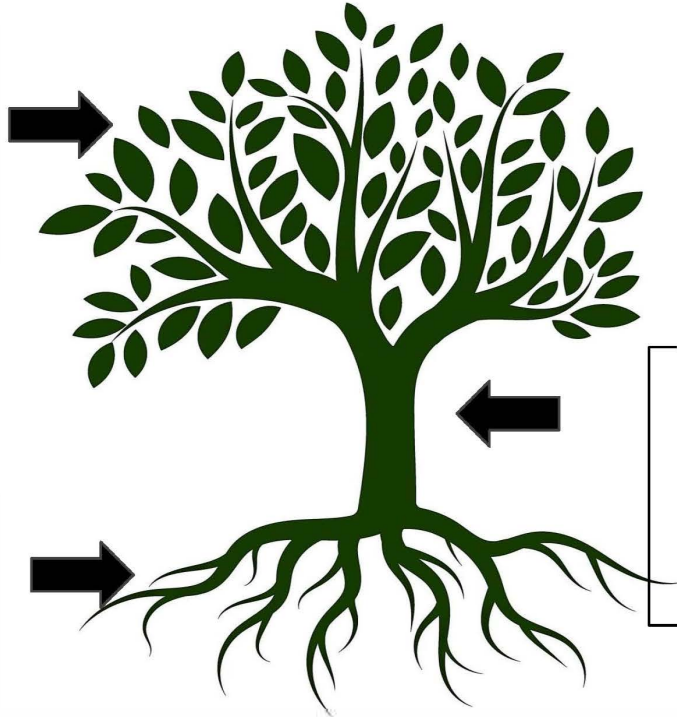
Chew- Actively processing new information

Review- Having a chance to apply new learning

#2: When thinking about making the learning “sticky”, what culturally responsive work do you think needs to be done with the staff to ensure the instructional routines are meaningful and purposeful?

My Culture Tree

Surface-
Observable Elements
Food, Dress, Music,
Holidays



Shallow-
Unspoken Rules/Social Norms
Courtesy, Attitudes towards others,
Non-verbal Communication, Personal
Space

Deep-
Core beliefs, values,
collective vs individual
Ethics, Spirituality, Health

Chapter 9: Creating a Culturally Responsible Community for Learning



How do we move from the surface culture of CRT to the shallow or deeper culture to create a sense of community and connection in your building?

Closing Circle

- What is something you learned about yourself from this book study?