



Developing Brave Spaces in the Classroom

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Goals

- ▶ Understand importance of considering race in the classroom
- ▶ Develop awareness of how we may be upholding white supremacist values in the classroom through silence
- ▶ Model how to interrupt the culture of racial silence for students and colleagues
- ▶ Devise strategies for how to begin developing honest and productive conversations around race

Ground Rules and Strategies for Dialogue

- ▶ Confidentiality
- ▶ Own intentions and impact
- ▶ Work to recognize your privileges
- ▶ Literacy moments
- ▶ Use moments of discomfort to inquire deeper
- ▶ Intellect vs Feelings
- ▶ Challenge with Care
- ▶ Keep focus on race for today's session
- ▶ Be ok with lack of closure

Mingle Huddle

- ▶ How do you feel when you talk about race or racism?
- ▶ The last time I talked about race/racism at MMC was...
- ▶ One challenge I am facing in addressing race/racism at MMC is
- ▶ Why do our students experience a silence around race at MMC?

Definition of Racism

- ▶ A system of social structures which provides or denies access, safety, resources and power based on race categories and produces and reproduces race-based inequities.
- ▶ It affects us *individually*, is built into our *institutions* and is woven into the fabric of our *culture*.

- Adapted from Border Crossers Talking About Race training

Students Thoughts on Race

What word comes to mind when you think about discussions of race at MMC?

Respond at [PollEv.com/rebeccap064](https://poll-ev.com/rebeccap064) Text **REBECCAP064** to **37607** once to join, then text your message



A word cloud visualization of student responses to the question 'What word comes to mind when you think about discussions of race at MMC?'. The words are arranged in a roughly rectangular shape, with 'tokenism' and 'none' being the most prominent. Other words include 'limited', 'invisible', 'diversity', 'understood', 'small', 'appropriated', 'ignored', 'hypocrisy', 'fake', 'silence', 'uncomfortable', 'white', 'faculty', 'illusion', 'whitewashed', 'colors', 'bls', 'nonexistent', 'enough', 'minimal', and 'tokenism'.

invisible diversity understood small appropriated ignored hypocrisy fake silence uncomfortable white faculty illusion whitewashed colors bls nonexistent enough minimal tokenism none limited

Safe Space vs Brave Space

- ▶ Safe Space: a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.
- ▶ Brave Space: a place to come together to have hard conversations and hear each other out - even and especially when that is challenging

Strategies to Develop Brave Spaces

- ▶ Set the Tone Early On
- ▶ Breathe
- ▶ Don't Avoid the Issue
- ▶ Inquire
- ▶ Continue the Conversation
- ▶ Intervene
- ▶ Apply a Racial Equity Lens
- ▶ Follow Up

- Adapted from BorderCrossers Strategies for Creating Racial Equity in Classrooms and Schools


Classroom Strategies

- ▶ In groups, discuss:
 - ▶ What have you done or are currently doing to develop brave spaces in your classrooms?
 - ▶ How can you better develop brave spaces around race in your classrooms?

Case Studies

Work in a group to discuss strategies for each situation then present to the larger group.

- ▶ What is challenging about this moment?
- ▶ What is the learning goal for a moment like this?
- ▶ What possible action do you take?
- ▶ How do you feel in this moment?
- ▶ What kind of resources do you wish you had at MMC regarding race and pedagogy.



“When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.”

- Audre Lorde