

Suggested Professional Development Full-Day Agenda

My Dreams, My Story, My Voice

Supplemental Lessons for First Generation Students

AM

Introduction and Welcome **Slides 1 – 3** **20 minutes**

- Why Do I Want to Go? (video) with discussion

Overview of the Materials and Lessons (Information) **Slides 4 – 9** **30 minutes**

- Project Origins
- Project Rationale/Research
- Common Core and Habits of the Mind
- Project Messages
- Big Ideas That Focus Learning Targets
- Fit with Present Materials/Lessons

My Dreams, My Story, My Voice (Discussion) **Slides 10 – 13** **40 minutes**

- Why is it so important that first generation students talk about their college dreams?
- Why is it so important that first generation students tell their story?
- Why is it so important that first generation students find their voice?

Create Safe Environment (Exploration) **Slide 14** **60 minutes**

- Model Your Story
- Check Your Perceptions
- Plan for courageous conversations

Conclusion – One Student's Dreams. Story, Voice **Slide 15** **15 minutes**

PM

Note: This is a decision point for the facilitator. Do you want this to be only a presentation or a work session allowing participants to review lessons and discuss a lesson in-depth? Times given below are for an in-depth approach.

Scope and Sequence

Slides 16 – 17 60 minutes

- Lesson Format
- Student Worksheets
- Supplemental Nature
- Grade level organization
- When to Use
- How Many to Use
- Lesson Plan Construction

Content Exploration

Slides 18 – 22 60 minutes

- Introduction: Asset Recognition and Building
- Aspirations
- Planning and Follow Through
- Academic and School Behaviors
- Contextual Awareness and Skills
- Review and presentation of selected lessons

Closing

Slide 23

15 minutes

Facilitator Suggestions: Create a Safe Classroom Environment

There is a more detailed explanation of creating a safe classroom in the Handbook on page 10. What is offered here is a set of activities and resources that can be used to help teachers, counselors, and others who will be advisors to examine and explore the safety of their classroom today and how they can increase the opportunities for students to engage in this important learning and critical conversations.

Model Your Story

Some of us find it easy to share our personal story and for others it feels like an invasion of privacy. Modeling and acknowledging your hopes, fears and experiences creates an authenticity that is hard to earn from wary adolescents. Ask training participants to take about 10 minutes to fill out the Circles of Me and then share their information with a partner. Bring the whole group back together to discuss how they felt about telling their story and what they would do to help students throughout the school year feel safe in telling their stories.

Participant Worksheet: Circles of Me

Check Your Perceptions

Perceptions are not something anyone of us disregard when we enter the classroom. Everyone has perceptions of others based on gender, race, culture, age, ethnicity, income and so on. Being aware of these perceptions is critical for creating a safe classroom and providing support for students. Instructions for engagement “games” and discussions from the What’s Race Got to Do with It? Website at www.whatsrace.org is included in these materials to stimulate ways for people to check their own perceptions.

Another tool that is included in these materials is the RACE LITERACY QUIZ from the website California Newsreel www.newsreel.org that is aligned with the website RACE at www.pbs.org/race.

Facilitator Tools: Engagement Games (Low, Medium, High Risk) – See for appropriate use with copyright

Participant Worksheet: Race Literacy Quiz

Plan for Courageous Conversations

The topics addressed in the My Dreams, My Story, My Voice material are sensitive for students, teachers, and school. Even in the best of circumstances the conversations on culture, race, or poverty/class can be challenging and potentially stressful or damaging for individuals. Being intentional in the preparation for these lessons and conversations will be helpful for all involved. The Safe Classroom Check-list is offered as a reminder as the year begins for teachers and advisors to consider as they begin the My Dreams, My Story, My Voice Series.

Participant Worksheet: Safe Classroom Checklist

Choosing Activities for Adults

Each facilitator will need to judge the needs of the audience and the time available to choose which of the materials will most effectively engage the advisors in the discussions around creating a safe classroom.

Facilitator Suggestions: Concluding Video for the Morning Session

It is challenging to get everything you need in one video clip that is less than ten minutes! However, we offer the following video because:

- The speaker represents a group of students that is struggling to get higher education, the African American male;
- The speaker addresses his dreams, the challenges he experienced so far (his story), and speaks from a strong, personal and somewhat unexpected voice for a star athlete;
- The speaker is successful academically, socially, as an athlete and as a leader, and
- The speaker represents what we hope students can do when they finish these specific lessons.

Michigan quarterback Denard Robinson speaks on behalf of the players in attendance at the 2012 Big Ten Football Kickoff Luncheon. (Michigan Football, 7/27/2012)

<http://www.youtube.com/watch?v=N9ELCF6xFIM>

PARTICIPANT WORKSHEET: CIRCLES OF ME

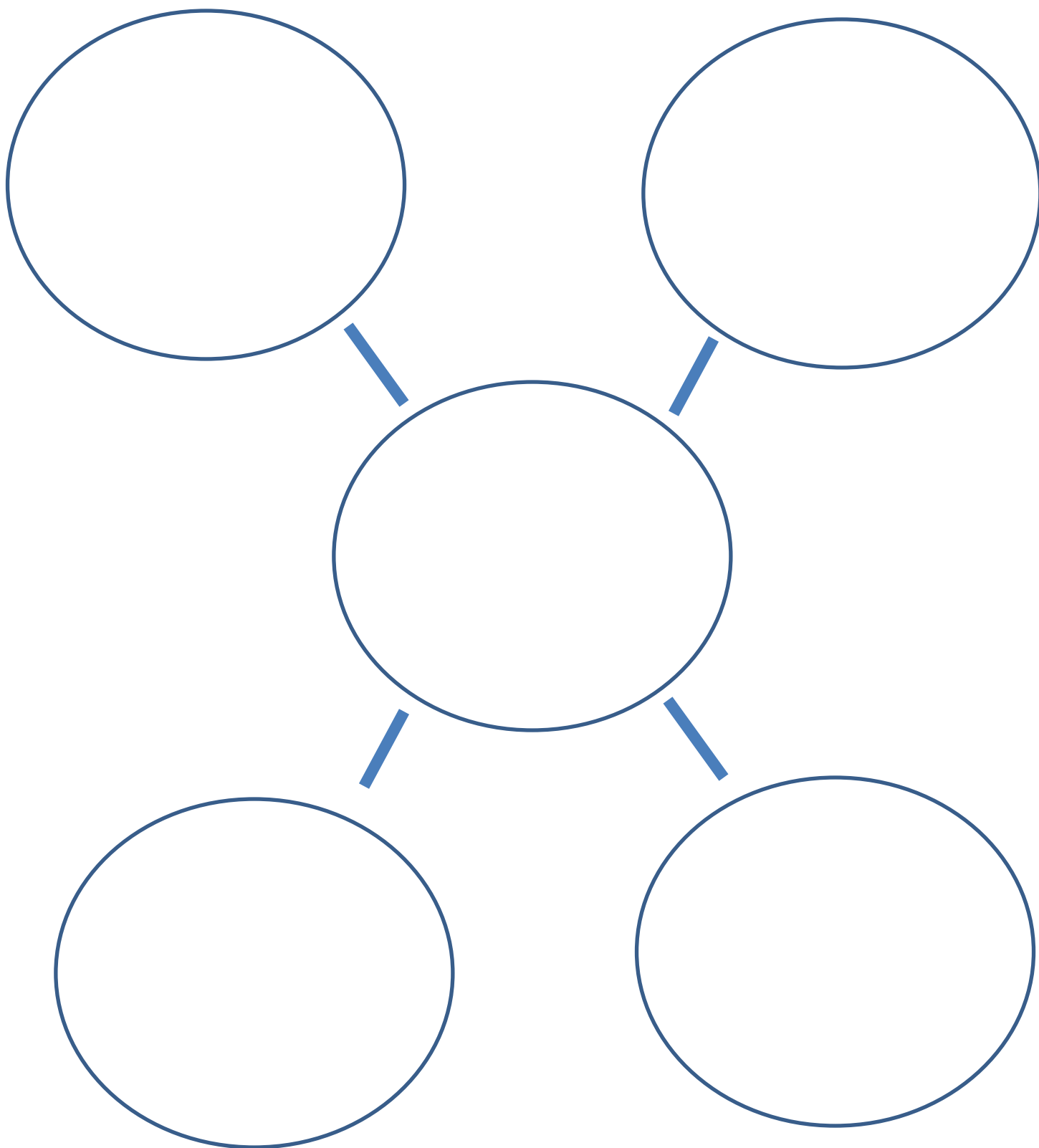
Offered by Janis Farmer, Assistant Director of Admissions, WWU

The first step in creating a safe classroom is to share your story with students. Know who you are/were...own it and use your experiences to create a lasting effect on the students who need your help. Hopefully, as you model sharing a personal story, you have created a space where they can also share.

Directions

1. In the middle circle below, place your name or main identifier. In the outer circles, place different parts of your identity, or descriptors important to you or that define you. Examples include race/ethnicity, mother/father, actor/actress, educator, athlete, religion.
2. For each circle, reflect on an experience or story where you were especially proud to identify with that part of you.
3. Now reflect on a time where it was especially painful to be a part of that identity.
4. Prepare to share your story with a partner. The Circles of Me is most effective when you share your thoughts with others and invoke conversation around your identities.

PARTICIPANT WORKSHEET: CIRCLES OF ME



RACE LITERACY QUIZ

What differences make a difference?

Developed by California Newsreel in association with the Association of American Colleges and Universities. These myths and misconceptions are explored in the documentary series RACE -The Power of an Illusion, available on DVD from California Newsreel at www.newsreel.org. For more information, visit the RACE companion Web site at www.obs.org/rece.

1. Members of a race can be identified by their:

- A. Blood group
- B. Skin color
- C. Ancestry
- D. Genes
- E. All of the above
- F. None of the above

2. Which species has the most genetic variation?

- A. Humans
- B. Chimpanzees
- C. Penguins
- D. Fruit flies
- E. Elephants

3. Which two populations are most likely, on average, to be genetically similar?

- A. Italians and Ethiopians
- B. Senegalese and Kenyans
- C. Italians and Swedes
- D. Chinese and Lakota (Sioux)
- E. Saudi Arabians and Ethiopians

4. Which continent has the greatest human genetic diversity?

- A. Europe
- B. Asia
- C. South America
- D. Africa
- E. North America

5. The characteristic that Greeks felt distinguished them from "barbarians" was:

- A. Religion
- B. Skin color
- C. Language
- D. Customs
- E. Hairiness
- F. Intelligence

Final Deliverable

6. When Jamestown colonist John Rolfe traveled to the Court of London in 1619 with his new wife Pocahontas, it caused a scandal because:
 - A. An Englishman had married an Indian
 - B. A Christian had married a heathen
 - C. Pocahontas, a princess, married beneath her by marrying a commoner
 - D. Londoners had never seen an Indian before

7. Which of the following was NOT an important reason why African slavery first took root in North America:
 - A. As non-Christians, they had no legal protections
 - B. They were skilled semi-tropical farmers
 - C. The supply of indentured servants from Europe was becoming unreliable
 - D. They were deemed innately inferior
 - E. Unlike Native Americans, they were resistant to European diseases
 - F. They couldn't easily run away

8. In America, the rise of the idea of white supremacy was tied most directly to:
 - A. Indian removal
 - B. Slavery
 - C. The Declaration of Independence
 - D. The U.S. Constitution
 - E. Ancient Greece

9. Which was NOT introduced to Indians by whites?
 - A. An Indian identity
 - B. Democracy
 - C. Identity by "blood quantum"
 - D. Horses
 - E. Measles

ANSWER KEY

- 1 F. None of the above. There are no traits, no characteristics, not even one gene that distinguishes all members of one so-called race from all members of another. The A, B, & blood groups can be found in all the world's peoples (Estonians and Papua New Guineans, for example, have the same frequencies). Skin color tends to correspond with latitude not race; sub-Saharan Africans, Dravidians and Tamils from Southern Asia and Melanesians from the Pacific all have very dark skin. Ancestry is difficult to trace. Go back 30 generations, less than 1,000 years, and you have a billion ancestors.
- 2 D. Fruit flies. Fruit flies have been around for a very long time, but they also have a short life span, so lots of genetic mutations have accumulated over many generations. In contrast, modern humans are one of the most genetically similar of all species. This is because we are a relatively young species, and we simply haven't been around long enough to accumulate a lot of genetic variation. Also, humans have always moved, mixed and mated, so genetically speaking, we're all mongrels. Beneath the skin, we're all very similar.
- 3 E. Saudi Arabians and Ethiopians. Populations that live near each other geographically tend to be more alike than populations that live far apart. This is because they are more likely to have intermixed in the past and therefore share genetic similarities. Often when variation seems to follow racial lines, it is more accurately explained by geographic distance.
- 4 E. Africa. All modern humans originated from Africa, and we spent most of our evolution as a species together there. All the other populations of the world can be seen as a subset of Africans -every human trait elsewhere can also be found in Africa, with the exception of a few recent variations favored by the environment or sexual selection -such as light-complected skin.
- 5 C. Language. The word barbarian comes from the Greek word "barbar," for stutterer, or unintelligible, or he who does not speak Greek. The Greeks, like most all ancient peoples, did not attribute much meaning to people's physical appearance. For Greeks it was language that was the difference that made a difference. It is thought that those whom the Greeks first called barbarians were the Scythians, who lived north of the Black Sea and were fair complected. Race is a recent idea that did not exist in antiquity.
- 6 C. Pocahontas, a princess, married beneath her by marrying a commoner. Seventeenth-century England was a very hierarchical feudal society where people's class status was fixed at birth. Status was so important they even had laws, called sumptuary laws, that regulated the clothing people could wear so they couldn't "pass" as another class. When John Rolfe took his new bride, Pocahontas (who had converted to Christianity) back to London, the English settlers, though in conflict with the Indians over land, had not yet developed the ideology of race that would later help justify Indian removal. But it was unthinkable that royalty would marry a commoner.
- 7 D. They were deemed innately inferior. Throughout much of history societies have enslaved people, often as a result of conquest, war or even debt. People were not enslaved because they were first deemed inferior. African slaves were well-suited to labor in North America. Unlike the Indians, they were resistant to European diseases; they couldn't easily run away; they were not Christians (and hence unprotected by English law); and they were skilled semi-tropical farmers. Over time, the degradation of slavery became identified with blackness, giving white Americans the idea that Africans were a fundamentally different kind of people.
- 8 C. The Declaration of Independence. Ironically, it was freedom not slavery that gave rise to modern theories of race. Until the Age of Revolution slavery was an unquestioned "fact of life." It was only when Americans proclaimed the radical new idea that "all men are created equal" that slavery was first challenged as immoral. As historian Barbara Fields notes, the new idea of race helped explain why some people could be denied the rights and freedoms that others took for granted.
- 9 B. Democracy. United States' representative democracy drew upon the traditions of the Iroquois Confederacy. Indians didn't think of themselves as Indians when European settlers arrived, but rather as members of separate nations, divided by language, custom and religion. The idea of "blood quantum," i.e., the determination of Indian identity by ancestry, was imposed by the federal government. In contrast, tribal membership traditionally was open

Safe Classroom Checklist

Classroom Characteristics	Rarely	Sometimes	Undecided	Frequently	Always
Norms on classroom discussions, small group discussions, and individual responses are developed with students and are clearly visible to all.					
The students and I have discussed individual rights in discussions and what verbal bullying looks like in the classroom					
I use ice breakers and specific activities to help students get to know me and to build a classroom community.					
I intentionally teach effective communication strategies as a part of my classroom routine.					
I have strategies in place to balance student interaction allowing the quiet student to have a voice in discussions.					
I model what I want students to do and am willing to share my personal story.					
It is important to me that I know the personal circumstances of students and that I create opportunities to get to know students personally.					
Ways to single out students are in place so that it has a positive feel for all students.					
Recognition of the individual and their personal strengths is an important part of the classroom each day.					
There are opportunities, without embarrassment, for all students to pass on discussion that are not safe or may be too personal.					
I accept the student's position when they are trying to use self-advocacy skills and it may feel challenging to me personally.					
I have examined my own expectations about race, culture, ethnicity, and poverty.					