


Some Considerations for Social Justice Teaching in a World Language Setting: From Self to Students to World

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*In Lak 'Ech
Tú eres mi otro yo
You are my other me
Si te hago daño a ti
If I do harm to you
Me hago daño a mi mismo
I do harm to myself
Si te amo y respeto
If I love and respect you
Me amo y respeto yo
I love and respect myself.*

~Luis Valdez, father of Teatro Campesino

Our Land

Let us recognize that we are on lands that belonged to indigenous peoples. Portland, Oregon occupies land that belongs to the Clackamas, Cowlitz, Chinook and Multnomah Peoples. Where are you? Who did the lands that you stand on belong to before European colonization?



Overview & Goals

1. Definitions: What is social justice teaching?
2. Self: Three books to consider
3. Students: Systems, curriculum & collaboration
4. World: Call to action

Goal: Answer the call to action- take action on one of the considerations for self, students and/or world.


MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE PEDAGOGY
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color

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Anti-Racist Education

Anti-racist work means acknowledging that racist beliefs and structures are pervasive in all aspects of our lives—from education to housing to climate change—and then actively doing work to tear down those beliefs and structures.

-Teaching Tolerance



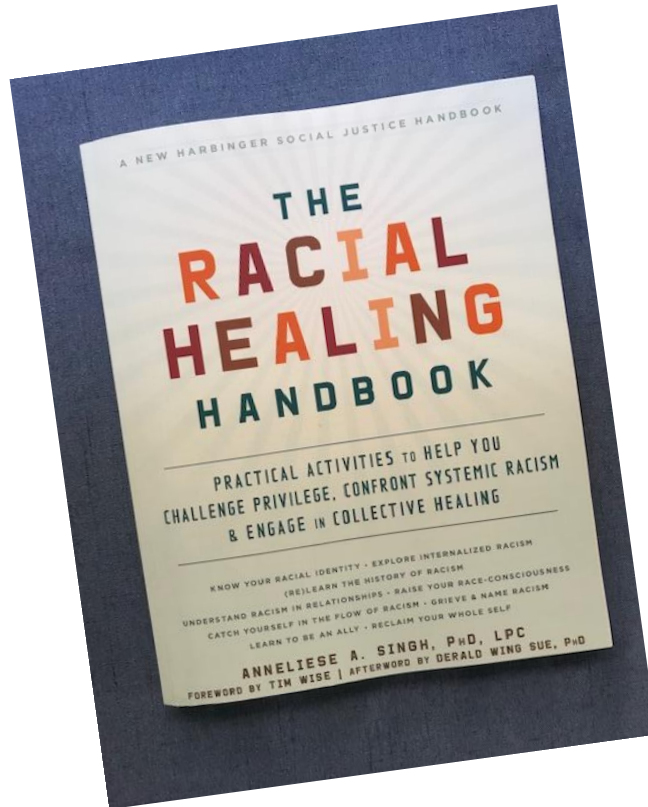
*Teaching for social justice
means interrupting
predictable outcomes.*

SELFF

We must address the thinking, feeling and believing of anyone who works in schools if we intend to change the experience and outcomes for children of color.

-Elena Aguilar
Coaching for Equity, p.85

Self: Explore Your Racial Identity



My Earliest Memories of Race and Racism was ^{because that's} ~~too~~ ^{about} ~~too~~

Think back to the earliest time you realized you had a racial identity. It's okay if you don't remember all the exact details. Describe as much as you can about that experience here.

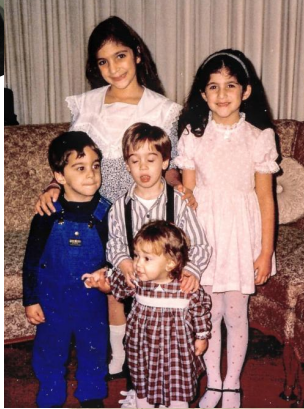
When I was younger people always asked "Where are you from?" but that didn't register as racial identity to me. I knew I had an ethnic identity - part Lebanese & part German but my racial identity awareness didn't really start until a Black professor asked why I identify as white. Before that it was just white by default - not Black or Asian or Latina

What did this experience teach you to think about your own race? Write about those thoughts here.

"Of course I'm white!" "Wait - am I white?" I thought about *Race: The Power of an Illusion* & kinda intellectually pieced together why I was white. About how lots of ppl. try to avoid being white to avoid guilt & that's messed up. About all the privileges I had/have. But idk thoughts on what it meant to be white

Thinking about this earliest time you realized you had a racial identity, write about the feelings you have as you remember this experience here.

Guilt - over the privileges that I knew about over the thought of not identifying as white, Sadness - Learning the racial history of Portland; Curiosity - What does it mean that I'm white? anger at injustice Shame - this intense do-goody feeling of wanting to do good to make things right. & impossible of course



she/her/hers

single

Lebanese & German

white

racially ambiguous

heterosexual

Me

U.S. citizen

raised Catholic

cisgendered

able-bodied
& deaf in
one ear

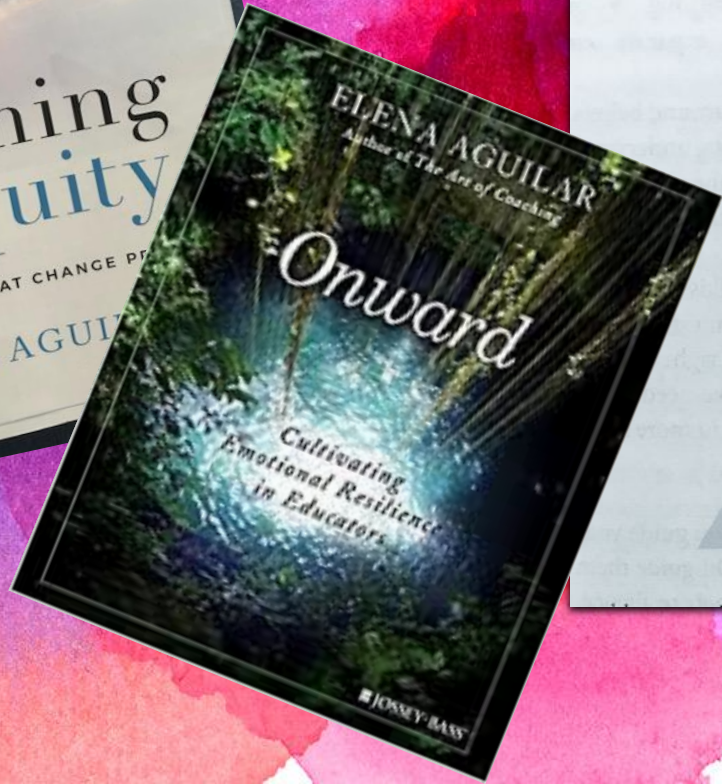
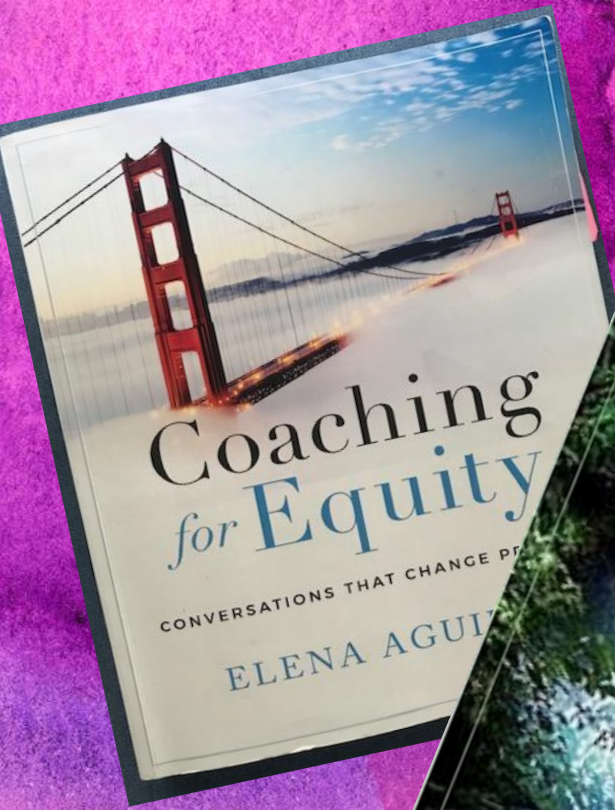
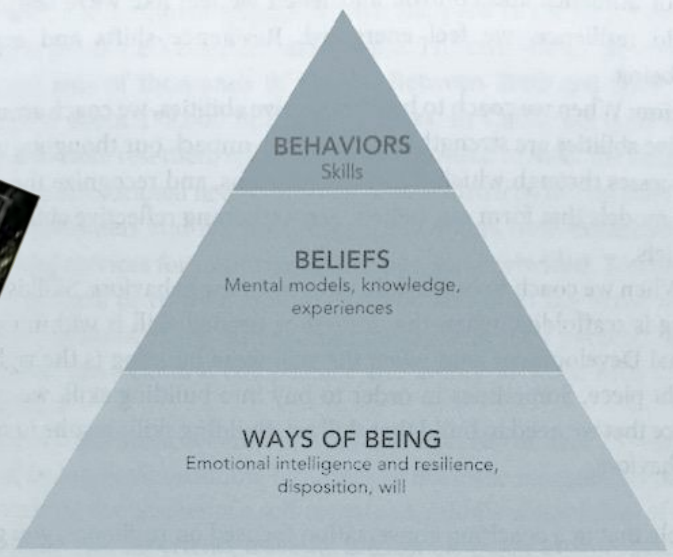
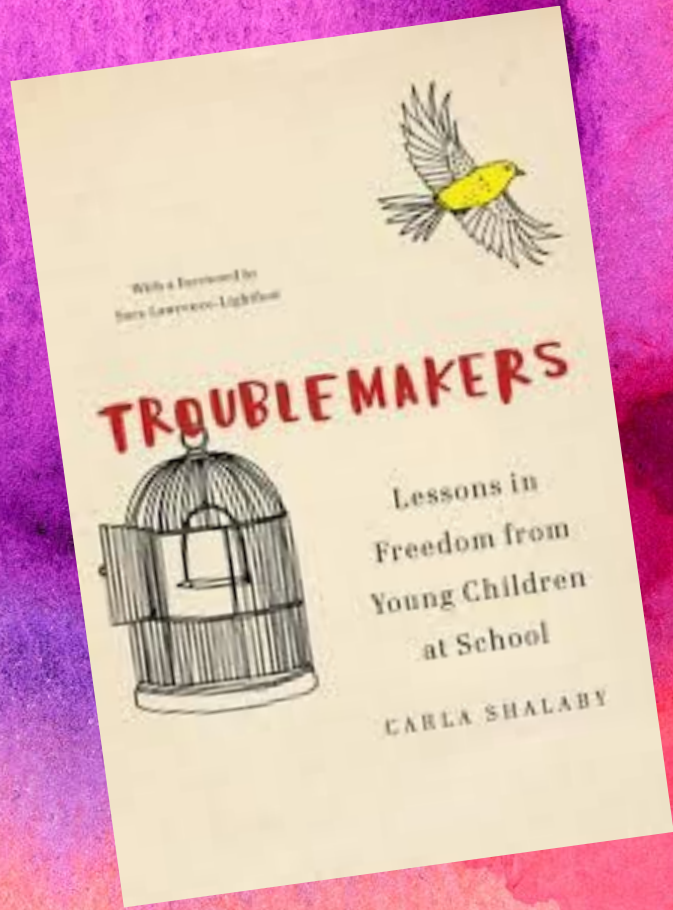


Figure 1.1 The Three Components of Transformational Coaching





Reflect on your practice-
Where does whiteness show
up in how you teach?

Be Love.

Comments?

Type in the chat titles of books, podcasts, articles that you use to do the “self” work.

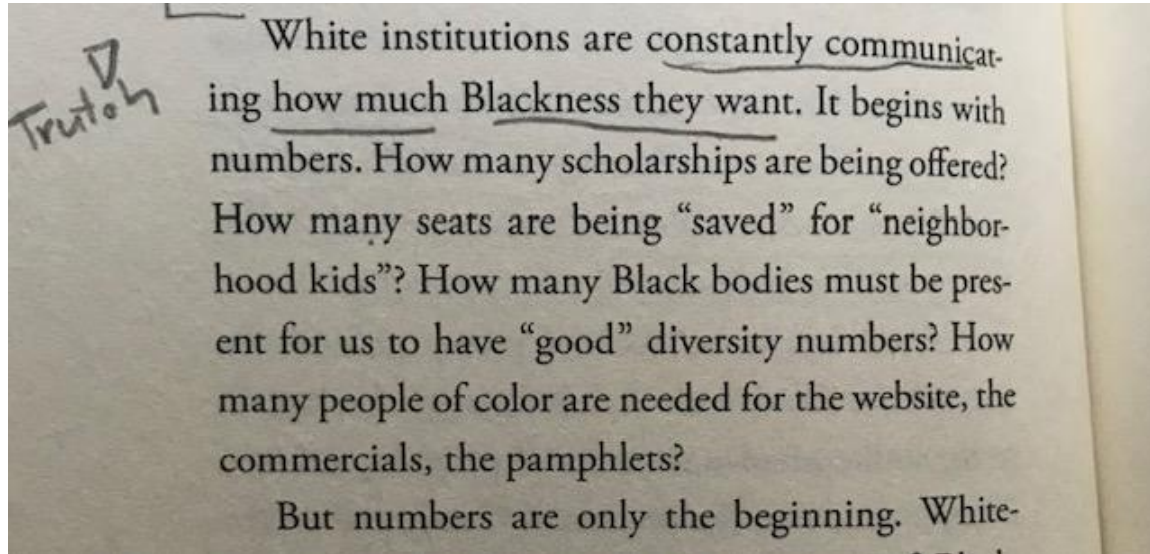
Questions?

S T U D E N T S

The solution to educational inequity is not to help students navigate a dysfunctional system that was never designed for them.

-Elena Aguilar
Coaching for Equity, p. 89

Students: Disrupt the predictable systems



I'm Still Here: Black Dignity in a World Made for Whiteness, Austin Channing Brown.

Students: Disrupt the predictable curriculum

What do you consider “the basics”?

What words does your curriculum use to teach hair? Curly, wavy, straight? Or are the basics more expansive?

Students: Disrupt the predictable curriculum

Whose stories are you telling?

Raices: Japanese-Mexicans



Gertrudis Blues: Los Negros Mascogos



Students: Disrupt the predictable curriculum

What are your social justice goals?

We can't do everything. What's feasible in the time we have? What will build connections? What will plant seeds to bear fruit later? Your job isn't to finish the work or force the results; it's to plant the seeds.

-Stacey Johnson, We Teach Languages Podcast

Students: Disrupt the predictable curriculum



Nombre y apellidos _____ Período _____

Encuesta: Nuestras ideas sobre México

Pregunta	Respuesta
1. ¿En cuántos dibujos hay cacti? 🌵	
2. ¿En cuántos dibujos hay una playa? 🏖️	
3. ¿En cuántos dibujos hay personas?	
4. ¿En cuántos dibujos hay la bandera mexicana? 🇲🇪	
5. ¿En cuántos dibujos hay una fiesta?	
6. ¿En cuántos dibujos hay Día de los Muertos?	
7. ¿En cuántos dibujos hace sol? ☀️	
8. ¿En cuántos dibujos hay burritos?	

Students: Disrupt the predictable isolation

Collaborate!

Individualism & isolation are characteristics that shows up in our schools, one that we have to actively notice & plan for.

The antidote to that is to plan for team time, collaborate, share resources & ultimately deepen students' learning.



Comments:

Type in the chat: What emotions are coming up for you right now?

Questions?

W
O
R
L
D

The best antidote
to anxiety is action.

-How We Win Podcast on Spotify,
Sept. 30th

World:
Climate
Justice is
Racial
Justice.



World: disrupt predictable climate change with climate literacy

Climate literacy is teaching students to name the causes of climate crisis and then telling empowering stories that show students how to be changemakers.

World: Teach Climate Justice

Planting Seeds Presentation,
ACTFL 2019

Sarah Sharp, Judy Wu, Cristiana King
Head Royce School
Washington, DC

World: Teach Climate Justice

Planting Seeds Presentation ACTFL 2019

- ★ Students see themselves as part of nature, and connected to other humans, culture & life on Earth
- ★ Students see themselves as agents of change
- ★ Naming the symbolic universe, naming our interconnectedness, naming (in)Justice

World: Teach Climate Justice

Novice-level language learners do not need Advanced-level goals. We can still teach for climate justice with novice level goals.

- ★ Students will develop an appreciation for nature.
- ★ Students will make connections between our food habits and where we live, who we are, and the climate we live in.
- ★ Students can identify changemakers as professions.

World: Call to Action

Who's in?!

Who wants to collaborate on climate justice curriculum for WL students?



Thanks!

Any questions?

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Bookshelf

Aguilar, Elena. *Onward: Cultivating Emotional Resilience in Educators*, April 2018

Aguilar, Elena. *Coaching for Equity: Conversations that Change Practice*, September 2020

Channing Brown, Austin. *I'm Still Here: Black Dignity in a World Made for Whiteness*, May 2018

Jewell, Tiffany. *This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do the Work*,

Kendi, Dr. Ibram X. *How to Be An Anti-Racist*, 2020

Okun, Tema, "White Supremacy Culture," www.dismantlingracism.org

Reynolds, Jason & Kendi, Dr. Ibram X. *Stamped: Racism, Anti-racism, and You: A Remix of the National Book Award-winning Stamped from the Beginning*, March 2020

Shalaby, Carla. *Troublemakers: Lessons in Freedom from Young Children*, March 2017

Signh, Dr. Anneliese. *The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing*, 2019.

Torres, Christina, "All Students Need Anti-Racism Education," <https://www.tolerance.org/magazine/all-students-need-antiracism-education>, 2020

Podcasts

- ★ The Bright Morning Podcast, Elena Aguilar.
- ★ Unlocking Us, Brene Brown
- ★ Cult of Pedagogy, Jennifer Gonzalez
- ★ The Happiness Lab, Dr. Laurie Santos
- ★ Nice White Parents, NYT

Articles for Climate Justice

- ★ [I work in the environmental movement. I don't care if you recycle.](#)
Vox.com
- ★ [Students press Portland school board to adopt climate curriculum promised 3 years ago](#) The Oregonian
- ★ [How to Stop Freaking Out & Tackle Climate Change](#), NYT
- ★ [Deep in the Amazon, A Tiny Tribe is Beating Big Oil](#), Yes Magazine