

Creating Social Awareness in the Identity-safe Classroom

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Denton, TX

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Today we will...

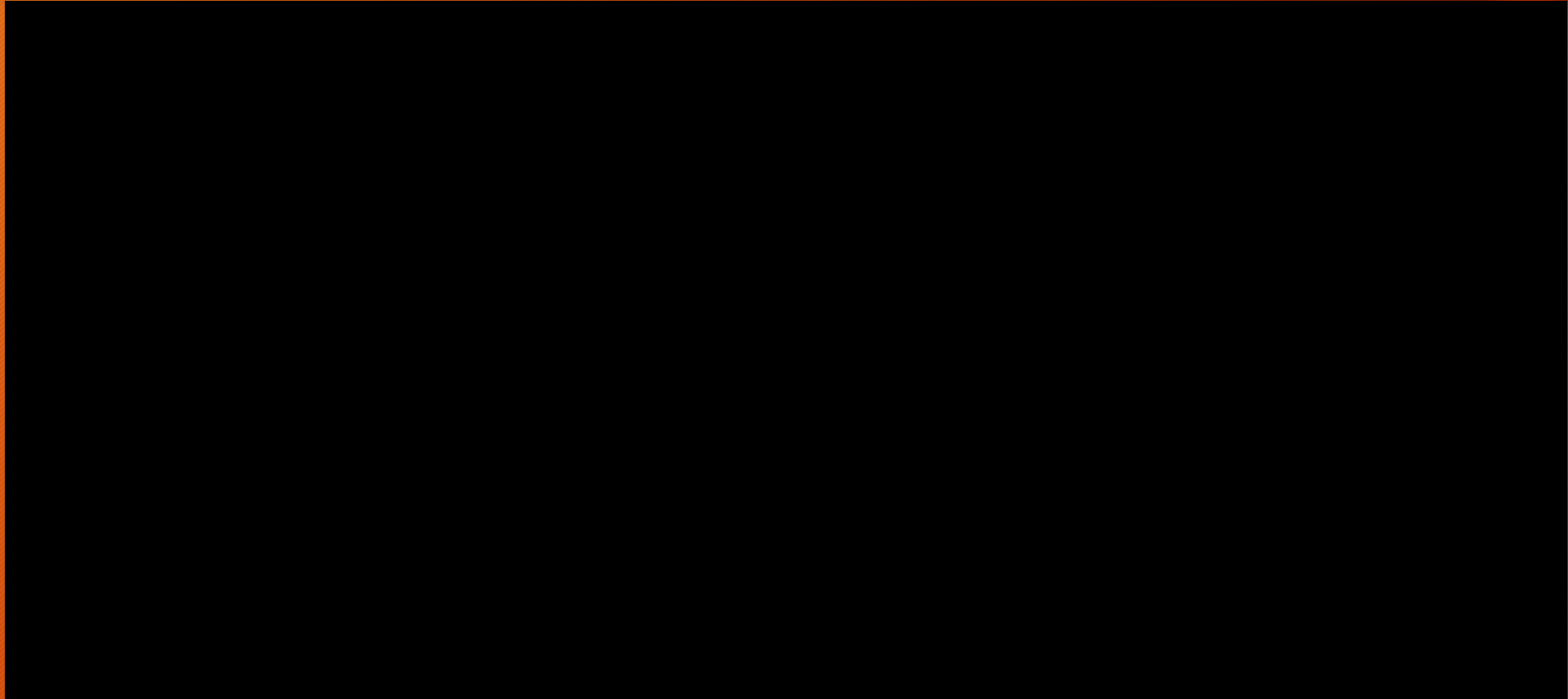
Define identity-safe learning spaces.

Discuss options for integrating social awareness into classroom content.

Share and exchange ideas about ways to teach towards social justice.

Identify options for assessing improvements in social awareness over the course of a term.

Identity Safe Classrooms - explanation



Identity Safe Classrooms - definition

"Identity safe classrooms are those in which teachers strive to ensure students that their social identities are an asset rather than a barrier to success in the classroom. Acknowledging students' identities, rather than trying to be colorblind, can build the foundation for strong positive relationships. This, coupled with challenging opportunities to learn, can help all students begin to feel they are welcomed, supported, and valued as members of the learning community."

(Dorothy Steele, 2013)

Identity Safe Classrooms



1. Create the space
2. Create the awareness

Create the Space

- Be proactive not reactive
- Normalize conversations about diversity and inclusion
- Model the use of inclusive language
- Set the parameters
- Personal and social responsibility



Hardiman and Jackson Social Identity Development Model

Stages	Minority	Majority
Naïve ↓	Children give no value to “color”	
Agreement	Views oppression of minority groups as valid	
Disagreement ↓	Begins rejecting oppression	Learning about oppression; aware of own race

Create the Awareness: PSYC 2319 - Social Psy

- 8-week course, completely online
- Chapter videos (YouTube)
- Instructor video check-ins
- Pre- and post-course questionnaires
- Online journals
- Discussion boards
- Course feedback survey

Create the Awareness - Online Journals

• Journal #1

- Within these chapters, what have you learned that was surprising or new?
- How will you use or apply the information you've learned?

• Journal #2

- Within these chapters, what have you learned that was surprising or new?
- How will you use or apply the information you've learned in your everyday life (be sure to identify specific topics from your chapters and online lessons)?

• Journal #3

- Within these chapters, what have you learned that was surprising or new (be sure to identify specific topics from your chapters and online lessons)?
- How will you use or apply the information you've learned in your everyday life (be sure to identify specific topics from your chapters and online lessons)?
- How did your answers on the pre-course questionnaire compare to your answers on the post-course questionnaire?
- What have you learned about yourself over the course of this semester?



FULL Pepsi Ad Commercial with Kendall Jenner

User: n/a - Added: 4/4/17

NOTE: You should first write your posting in a word processing program like Microsoft Word so that you can spell-check, grammar check and save your work to your computer. Then you can copy the text and paste it into Blackboard. Your post should be written at a college level and in respectful language.

Assignment Questions:

1. **The PEPSI commercial above went viral online after critics called the content insensitive (and some say, offensive) and a simplistic portrayal of the relevant social issues.**
 - a. **Give your overall impression of the video.**
 - b. **WHO says WHAT to WHOM? What message(s) is PEPSI attempting to send?**
 - c. **Based on your textbook, what principles of persuasion are being applied?**

* Click on the forum title, then click "Create Thread" to post your response for grading. Be sure to "submit" your post.

Tip for Success: Your introduction should be at least one paragraph in length in order to receive the full credit. Incomplete or exceedingly brief submissions will not receive full credit. (Value of 25 points)

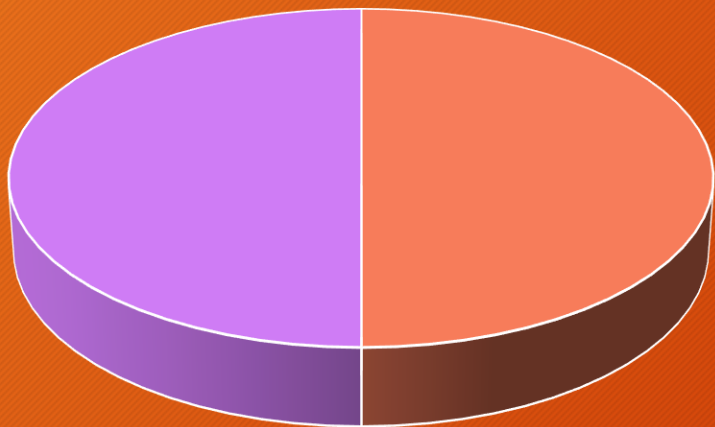
**** Before viewing the second video below, be sure to post your response to the above discussion board questions to receive credit for this assignment.**

**** After you have posted your initial response to the above discussion board, view this video explanation.**



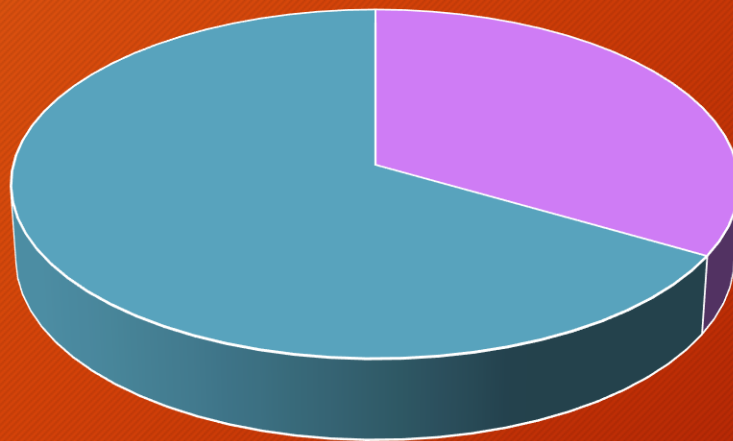
Create the Awareness - Feedback

Overall experience



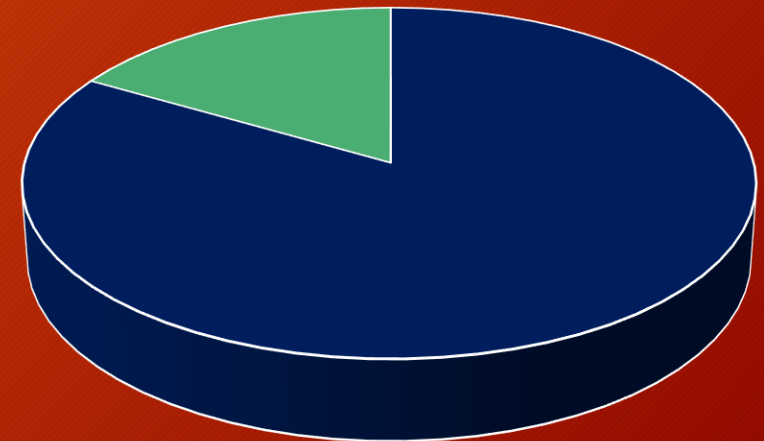
- Excellent
- Good
- Bad
- Terrible

Level of Difficulty



- Extremely difficult
- Hard
- Just Right
- Easy

Recommend



- Yes
- No
- Not sure yet

Create the Awareness - College

Identity Safety in the College Classroom:
Tips for the College Professor

RESOURCES

- <https://www.tolerance.org/learning-plan/using-the-learning-plan-builder>
- <https://www.tolerance.org/classroom-resources/tolerance-lessons/using-photographs-to-teach-social-justiceX>
- <http://www.nea.org/grants/63178.htm>
- <https://www.cultofpedagogy.com/social-justice-resources/>
- <https://www.nasponline.org/resources-and-publications/resources/diversity/social-justice/social-justice-lesson-plans>
- <https://www.teachingchannel.org/blog/2017/08/18/social-justice-lesson-resources/>
- <https://sharemylesson.com/collections/teaching-social-justice>
- http://www.educationworld.com/a_lesson/social-justice-activities-students.shtml
- <http://www.edudemic.com/6-videos-use-social-justice-lessons/>
- <http://pushingtheedge.org/social-justice-resources/>

Abbreviated References

- <http://www.apa.org/monitor/2009/02/microaggression.aspx>
- Steele, D , Cohn-Vargas, E. (2013). Identity Safe Classrooms: Places to Belong and Learn
- Sue, et. al., (2008). Racial microaggressions against Black Americans. *Journal of Counseling and Development*, 86, 330-338.
- Sue, D.W., & Sue, D (2003). *Counseling the Culturally Diverse: Theory and Practice*, 4th ed. New York: John Wiley.