**ECS303 Host Critical Reflections** *(Section 40 & 60)*

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**Tasks to complete following your HOST facilitation:**

1. At the end of your host session, request guests to email to you a copy of the 3-2-1 notes.
2. Review your own notes (that you prepared in advance & also added to throughout the host session).
3. Review Guests 3-2-1 notes, highlighting key info/quotes that you may want to use in your summary.
4. Using this template, submit your final Host Template to URCourses before the following Thurs class.
5. As stated in syllabus, pg. 4, Assignments submitted (word or pdf documents) to URCourses must be saved using the following format: LastName\_FirstName\_ECS303\_AssignmentTitle

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| **My Hook/Connection for this topic:** (article, video, image, etc) Explain the conversation starter / hook that you used (provide a link if used). How did you use it to prompt conversation?  3 Books - Harry Potter and the Philosopher’s Stone by J.K. Rowling, The Lightning Thief by Rick Riordan, and Never Give Up: Ted Jaleta’s Inspiring story by Ted Jaleta.  I asked my colleagues if they had read the books, and I mentioned how influential books are to open your mind and how they help us see different perspectives. I shared a couple of quotes that Riordan and Rowling stated, emphasizing the power of a name and how that relates to our topic.  HP - “Call him Voldemort, Harry. Always use the proper name for things. Fear of a name increases fear of the thing itself.”  The Lightning Thief - “Young man, names are powerful things.” P. 38 “ I would really be less casual about throwing those names around.”  I believe every story opens your mind and perspective a little more than before.  The authors of these books understand the value of a name and how powerful it can be in people’s lives. It is not something that should be changed or modified to make it easier for you as a teacher. A nickname gives the impression you don’t care as much.  Ted Jaleta’s book created a stereotype of Ethiopia for me. Stereotypes last a long time. Although I learned about this man through his book, I developed a viewpoint that East Africa is like the story in his book. When we teach, we should allow students to create a perspective but then discuss other views to avoid the stereotypes of a single story.  **Prompts/questions I prepared to help lead the critical conversation:**  1. Words are important.  Names are powerful. Have you ever been in the situation where someone doesn’t use your name consistently?  How does it make you feel?  How can we ensure the students feel respected and important regarding the use of their name?  2. Tell me about stereotypes that you have believed, but could have been more informed.  How can you use the knowledge gained, about reducing someone’s story to a single narrative, to open minds and perspectives in the classroom?  3. Do you feel comfortable when you have to highlight your pronouns?  How do we create an environment where sharing pronouns is encouraged and welcomed, but not mandatory?  4. After reading “I believe you” by Gunderson, do you feel like that phrase will empower our students? Is there a time where we shouldn’t use that phrase. | | |
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| **Quick Summary of Critical Conversation**: Be concise (1-2 short paragraphs). Key messages or themes (that emerged through discussion)  Our names are so important to our identity. It is worthwhile to take the time and learn the students’ names because it helps them feel valued and builds a connection. Not making an effort can leave the students feeling hurt or frustrated. Also, pronouns are a complex subject. Some may not like having to share them while others expect it. Creating an environment where kids can share their pronouns is important. Cassandra suggested teaching a lesson on inclusion and then offering the opportunity to share pronouns if anyone wants, but it’s not required. I thought this was such a good idea.  Everyone has stereotypes. Creating the opportunity to learn different perspectives through reading, Twitter, or video can be an excellent way to help kids see another viewpoint. Also, we may not always realize it, but we may have perspectives that we need to unlearn to teach in an environment of openness and inclusion. We all have our beliefs that we bring into the classroom, and being aware of our biases can be helpful to provide an environment of learning. | | |
| **Reflections:** Think about your role as ‘host’. What did you learn about yourself (as teacher)? What surprised you? Were there any AHA moments? What did you do really well? What would you do differently?  I enjoyed my time as host. The conversation was rich and thoughtful. My AHA moments were learning that when I come up with ideas to implement in the classroom, I need to think about how to use technology to help. A couple of times, I suggested bringing different stories and books to read to the class. I still believe that it’s a good idea, but there are other great ways to get the message across with technology. Introducing some different perspectives from Twitter was something I will now consider because kids will likely have access to it, and it can achieve a similar effect. Also, I realize that I still think about what my teachers did a long time ago, and I have to catch up to the world of technology and carefully think about how to integrate it appropriately in the classroom.  I did a good job moderating the conversation and keeping it casual so everyone felt comfortable sharing their stories and perspectives. I asked follow-on questions when I felt there was more to discuss a specific point. Throughout the conversation, it felt like we were having a deep discussion amongst friends.  I felt I might have put my classmate on the spot when I asked my second question because she had to develop a stereotype on the spot. I could have asked the question, paused to let her process and consider an answer, and then asked her to contribute. She did a great job, but I thought some serious considerations had to go into that answer, and it would have been better with a pause first. | | |
| **Questions:** What are you wondering about now?, i.e. thoughtful questions that arose from the discussion.  I am wondering about how I can learn students’ names quickly. Also, how can I adapt quickly and accept a child who has changed from one gender to another? One of our neighbour’s kids has recently transitioned, and I am struggling not to call them the name I knew them by for several years. I have struggled to adjust to the transition, but I need to make more effort because it is essential to the child. Finally, I am considering the different means of technology that offer different perspectives that would be valuable to the students. If I can incorporate more of that in my class, it would be a great way to connect and share a different point of view. | | |
| **Peer-Assessment** | At what level did each member of your group participate and contribute? *This information will not be shared with your group members.*  Exceeding expectations (E), Meeting Expectations (M), Progressing towards expectations (P), Not meeting expectations (N). | |
| *List names of group members, rating & any professional & relevant comments that justify the rating.* | | |
| * + - 1. Jenna McAuley (E) Jenna provided excellent examples and thorough analysis of all the topics. | | * + - 1. Shana Blenkin (E) - Shana was so easy to talk to and had a lot of valuable insight to add to a rich conversation. |
| * + - 1. Cassandra Longmuir (E) - Cassandra provided lessons both from her point of view and shared experiences from her mother ,and it added a lot of value to the conversation. | | 4. |