**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?For my hook, I brought a box of “Colors of the World” Crayons and I shared with my guests what these crayons mean to me. Each of our students will come with a unique skin color. As a child, I did not feel very represented in the classroom. Coloring pictures was a big part of my learning both in school and at home, and it affected how I perceived myself. I am person of color, I have a unique shade of skin, but growing up, I always had to use the color “flesh” (or later named “peach”) crayon. I had two colors to choose from, the color brown or the color flesh. However, I remember my mom always reminding me to use the color “flesh” when coloring in skin in pictures because my skin was closer to it than the dark brown that was included in a box of crayons. Starting from a young age, that’s what I did without realizing that I was feeding into the *idea* that this was the “ideal” color of a skin. That’s what I thought it was. A lot of Asian people have the idea that the lighter the skin is, the more beautiful you are. Not until recently have I learned to embrace my own color.rayola launches new &#39;Colors of the World&#39; crayons to celebrSo then, I explained to my guests how this ties in to belongingness. When students are represented in the classroom, they feel more welcomed and like they belong. Once they feel welcomed, then their motivation to participate in class goes up and they feel good about themselves. A simple box of “Colors of the World” Crayons can make a difference in a student’s life. These crayons teach students that they matter and that their skin color is beautiful no matter what color it is. **Prompts/questions I prepared to help lead the critical conversation:**1. *“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.” – Adichie*

Read the quote above. What are some “single stories” about different racialized identities that you have encountered or that you hold? How could these single stories negatively affect students in the classroom? 1. *“When someone with the authority of a teacher describes the world and you are not in it, there is a moment of psychic disequilibrium, as if you looked into a mirror and saw nothing.”—Adrienne Rich*

Read the quote above. Have you ever experienced this? or looking at your own experience, do you think all students of different identities (ethnicities, gender, different abilities, etc.) were represented in your classrooms/schools growing up?1. What does it mean to structure our classrooms around respect and empowerment? How can we as teachers ensure that we are including diverse identities in the classroom? (practices, materials, strategies)
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| **Quick Summary of Critical Conversation**: Be concise (1-2 short paragraphs). Key messages or themes (that emerged through discussion)We had a meaningful discussion addressing the questions I had prepared for my guests. First, we talked about “single stories.” We all agreed that Chimamanda’s TED talk was very powerful. Just like I have personally experienced and/or encountered racism, my guests have also witnessed racism play out in front of their eyes, and we have concluded that these have branched out of “single stories” that have become more dominant in people’s heads. Another important subject that emerged from our conversation is white privilege. One guest mentioned that this may be difficult to see sometimes when you don’t grow up in a diverse environment. We recognized that in order to create a sense of belonging in the classroom, us educators need to be able to understand white privilege and how it affects our practice. Finally, we also discussed the possible challenges that new immigrant students may face in transitioning to Canadian classrooms. I have shared that when I first moved to Canada, I had a hard time seeing myself in the classroom because for most of my elementary experience in Canada, I was either the only Filipino or one of a few. In addition, the stories and books in my classes did not represent me. I was the only person of color in my discussion group, so the rest of my group mates did not exactly relate to my experiences. However, they have had similar experiences of being the only “White person” in a different place when visiting other countries. We tied this idea in with my hook, and how representation matters. A teacher needs to create a welcoming and safe space for everyone in the classroom. Overall, we had a great discussion about several important themes and I am glad that we were able to understand how important it is to address such issues.  |
| **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? As the host, I learned a few things about myself. I learned that I was more confident in hosting a group discussion that I thought I was. I also discovered that, as the host, I had the ability to direct the conversation in the direction I wanted (for example, asking for clarifications or asking for specific examples). I believe that I did well with coming up with discussion questions that were engaging. My guests responded promptly, so I did not need to intervene at all. However, I liked how I was still able to share my own answers to my questions as well. I also believe I did an excellent job of stepping outside of my comfort zone. As a person of color, I usually find it uncomfortable talking about race with others that don’t share the same ethnic group as me, but I challenged myself and I was able to share my own thoughts and experiences with my guests.  |
| **Critical Reflections:** How could your understandings of the readings, and the critical conversation, contribute to your teaching philosophy?(1-2 paragraphs)Prior to this class, I had seen Chimamanda’s TED talk, and its powerful message has stayed with me ever since. However, the rest of the articles were new to me yet I found them incredibly powerful as well. I've never given much thought to the importance of names. I have a few Korean friends who have English names in addition to their given Korean names. I did not realize how damaging English names could be. As a future teacher, I now understand how important names are and how important it is to respect my students’ names. I understand that I will make mistakes, but I will strive to do better the next time. I will learn their given names and how to pronounce them properly. Names are an important aspect of our identities, and I will honor my students' preferred names and pronouns. The ‘I Believe You’ article also really spoke to me. It reminded me that maintaining strong, positive relationships with my students is always a priority. The simple line “I believe you” makes a huge difference. Students want to be heard, and while saying “I believe you” to them does not imply that you agree with them, it does reassure them that you care about them and want to hear them out.To add to my “I Believe…” Statements are: * I believe that each student has the right to be heard.
* I believe that students’ names should be respected and learned correctly.
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| **Questions:** What are you wondering about now?, i.e. thoughtful questions that arose from the discussion. * I know some schools who still use “English names” to refer to their international students. What can be done to ensure that all teachers see the importance of given or preferred names?
* One of the things one of my guests mentioned was that students who come from small towns are less exposed to different ethnic groups (similarly to the school she grew up in, which had only a few people of color) -- I wonder if maybe social issues like racism are less meaningful to these students because they don’t see it play out often in small towns? And when they go out to bigger cities, they forget that these issues exist and/or shaded by their own privileges?
* How are schools making sure that their staff are getting educated on important social issues?
* Are school staff taking the time to meet together and discuss how important pronouns are? What methods are they employing to bring about change in their schools?
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